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# The BUSINESS EDUCATION World

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## Equipment Standards

### *Suggested Procedure for Establishing Business Education Standards*

W. S. BARNHART

IN hundreds of communities plans are already under way for the construction of new high school buildings. Some school administrators assert that definite standards should be set up in each subject area to serve as guides in the writing of specifications for these new buildings. In this article, I am suggesting a procedure for establishing standards of this kind for business education.

A distinction should be made between the terms, *common practice* and *standard practice*, as they are used in scientific management. It may be that the practice most commonly followed is the best method. Often, however, it is not the best method. The best method is arrived at by experimentation and by discussion. In business education, many of our practices should be described as *common practice* but they have not yet been developed to the point where they can be called *standards*. In studying the question of standards in business education, let us review an accepted definition of a standard:

A standard under modern scientific management is simply a carefully thought-out method of per-

forming a function, or carefully drawn specifications covering an implement or some article of stores or product. The idea of perfection is not involved in standardization. The standard method of doing anything is simply the best method that can be devised at the time the standard is drawn.

Standard specifications for materials simply cover all points of variation possible at the time the specifications are drawn. Improvements in standards are wanted and adopted wherever they are found. There is absolutely nothing in standardization to preclude innovation. But to protect standards from changes that are not in the direction of improvement, certain safeguards are erected.

All that is demanded under modern scientific management is that a proposed change in a standard must be scrutinized as carefully as the standard was scrutinized prior to its adoption, and that this work be done by experts as competent to do it as were those who originally framed the standard. Standards adopted and protected in this way produce the best that is known at any one time. Standardization practiced in this way is a constant invitation to experimentation and improvement.<sup>1</sup>

There are many practices in business education that come within the scope of this definition and must be accepted as standard, even though they are not officially designated or pronounced as such. There are standard courses in bookkeeping, in typewriting, and in secretarial training. To the extent that these courses or practices are changed without adequate discussion and study, they fail to conform to the definition of a true standard.

In designing a new building, the architect

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<sup>1</sup> Morris L. Cooke, Bulletin 5, "The Carnegie Foundation for the Advancement of Teaching." Quoted by William Henry Leffingwell, *A Textbook of Office Management*, p. 25. New York: McGraw-Hill Book Company, Inc., 1932.





should know what equipment is to be housed in each room. What, for example, is a standard typewriter desk for pupil use? As a result of informal inquiry, the following suggestions have been received for typewriter desk equipment:

1. A simple, all-wood desk, approximately 30" by 18", and from 26" to 32" in height.
2. A desk similar to No. 1 but adjustable in height.
3. A desk similar to No. 1 but with iron framework and linoleum top.
4. A desk constructed of heavy iron pipe and fastened firmly to the floor in order to eliminate all vibration.
5. A long table, solidly fastened to the floor and accommodating from five to eight typewriters.
6. A stenographic desk, pedestal type, folding top.

Another example of the need for agreement on a standard is that of the furniture for the calculator classroom. It is accepted that the table should provide an offset section for the machine; but should it be in the center of the table or at the right? If at the right, should it be at an angle to the operator or should the machine set at right angles to the operator? What dimensions should the table have for most efficient housing in a classroom where space is limited?

Similar questions may be raised about all types of equipment and about the specifications for the business department rooms and offices in the new high school buildings.

It is possible to get advice and opinions for all types of equipment. It is possible to get a statement from certain schools that such and such a piece of equipment has been adopted as standard. In general, however, there has been no research or study by any competent agency for the purpose of establishing standards for equipment. Furthermore, it is doubtful if an opinion of a single individual or of a small group could be rightly designated as a standard.

In order that business education can meet its new responsibilities in establishing standards in equipment, the following proposals are made:

1. That the principal professional associations (perhaps co-ordinated by the National Council for

Business Education) assemble a work committee in each of several regions across the country. These committees would be asked to meet during the coming summer, paying their own expenses, or with expenses paid by their respective schools. They would attempt to set up tentative standards for all types of furniture and equipment for use in business departments of secondary schools.

2. A drafting committee will then meet to harmonize the reports of the regional committees and will prepare a composite report.

3. The principal manufacturers would then be invited to send representatives to a final conference to lend their counsel and technical advice to the study. From these conferences there could be expected to come an adoption of standards in business education equipment that would be of invaluable assistance to school administrators who are faced with the responsibilities listed above.

Incidentally, the manufacturers of the equipment would profit immeasurably by such action through their ability to work from accepted specifications. The patrons of the schools and the tax-paying public likewise will profit through increased efficiency on the part of the schools.

In the event that the national associations are unwilling or unable to undertake such a program for the establishment of standards, it is suggested that one of the larger universities sponsor such an enterprise. The University of Chicago Conference on Business Education might be encouraged to reconvene with such an objective in view. The Work Committee of the Conference has done some significant work along this line through its subcommittee on facilities. There is no question about the need for such action. The question as to method is one worthy of discussion and debate.

### —♦—

## E.C.T.A. Convention Canceled

RAYMOND C. GOODFELLOW, president of the Eastern Commercial Teachers Association, has announced that the executive board of that Association has voted to cancel temporarily the convention scheduled for March 28 to 31.

The convention program chairman, Mrs. FRANCES DOUB NORTH, had already placed in the hands of the secretary for printing the complete program for the convention at the time of its cancellation.

All the various services of the Association will continue, and the directors of the E.C.T.A. are asking the active support of every business teacher in the area covered by this Association so that it may continue to render maximum service to its membership in spite of wartime handicaps.



# Let's Teach More Shorthand

C. C. CALLARMAN

THERE has long been a feeling that students will do just about what is expected of them if that expectation is not too far out of line. In other words, it has been the experience of a good many shorthand teachers that, if they were satisfied with 60 words a minute at the end of the second semester, their students were also satisfied and happy in that achievement; but, if they expected 120 words a minute in the same elapsed time, their students were not satisfied until that goal had been reached.

It has been contended that beginning students have been coddled too long, also that we, as teachers, have paced our classes to accommodate the ability of the inferior student to the detriment of the student who possesses greater ability and therefore greater possibilities. It is not meant that there is no place for the slower individual or that he should not be given consideration. He should be placed in courses that will train him for work that his ability suggests he is capable of doing.

Concurrently with beginning shorthand and taught at the same hour, there should be a course taught in general clerical activities that would include techniques such as alphabetic filing, billing, invoicing, stockroom clerking, and other routinized procedures. Each of these activities should be devised for a period of three weeks and should be completed in that three weeks, being dependent upon no other part of the course. Therefore, in two semesters, or thirty-six weeks, there will be twelve three-week activities, each complete within itself. If this plan is put into practice, students in the beginning shorthand class who prove to be incapable of completing the shorthand work successfully may be transferred to the general clerical class at the end of any three-week period within the first nine weeks of the second semester, if such a long transfer period is needed.

Credit would then be given for the general clerical course and no mention made of the work done in shorthand. Consequently, the pace of the class is then set for the superior students and faster progress with greater skill

will result. If the commercial teaching staff consists of only one person, it will, of course, be necessary to offer the general clerical class at an hour different from that of the shorthand class. It would then be necessary that at enrollment time all beginning shorthand students enroll in a study hall at the time the general clerical course is to be offered. The shift from one course to the other thus is a simple matter.

Another advantage of such a plan is that a dictation-transcription goal can be set up for the end of the first year to serve as a qualification for continuing with the second year's work. A recommendation for this goal is 100 words a minute on matter similar to the *Gregg Writer* tests published in the *Gregg News Letter* and transcribed with at least 95 per cent accuracy and with not less than 20 net transcription words a minute. This may be too high for the first year the plan is in effect, but surely it should be the goal for the second year of the plan's operation.

Many shorthand teachers feel that good work can be accomplished with the books recommended for use with any accepted method of presentation. It is suggested, though, that in the first year, provision be made for plenty of copper-plate reading material such as that found in *Gregg Speed Studies*, or a similar text.

There is belief, also, on the part of a good many teachers of shorthand, that greater achievement can be accomplished in shorter elapsed time. Pacing the "tempo" of the class for the faster student, as outlined above, rather than for the mediocre group is one sure way of obtaining this goal. Here are some other suggestions for speeding up results in the teaching of first-year shorthand:

1. *Sell shorthand at the first class meeting.* (Impress upon students that they must develop the ability to work under stress of time from the very beginning. Time all activities and let the students realize *they* are being timed.)

Suggested first-day activities:

- (a) Select a student from the class to write

on the board in longhand as you dictate. As he writes, you will write in shorthand on another panel of the board, thus showing the ease and speed with which one writes in shorthand.

(b) Let the students write the numerals—1, 2, 3, 4, 5, 6, 7, 8, 9, 0—for 1 minute as fast as they can write. Each writing of 1 through 0 is equivalent to the writing of approximately 16 words in shorthand. If a student writes 15 complete copies, he is writing at the rate of perhaps 240 words a minute.

(c) Ask the students what system of shorthand they are going to study. If the answer is "Gregg," write *Gregg* on the board. Erase the first two letters. The word *egg* will remain. Draw a picture of an egg. Cut the egg three ways. The circle now contains all the symbols of Gregg Shorthand.



2. Build upon what the student brings to class with him.

(a) He can already write fluently—keep him writing—don't let him draw.

(b) He is taking shorthand because he wants to write in shorthand—let him write shorthand from the first day.

(c) Build speed through connected reading and dictation matter and not through isolated word lists.

3. Introduce the "write as many copies as you can" technique early in the course.

The students will write as many copies as they can of everything the teacher puts on the board in shorthand. They will continue this fast copying until the teacher either puts something else on the board or otherwise changes the procedure. This technique should become automatic early in the semester so that no further reference need be made to it.

4. Introduce previewed takes early in the course.

Clyde I. Blanchard believes that until the student can take dictation at 140 words a minute, any unpreviewed dictation given him for more than a minute or two is a testing device and not a teaching technique.<sup>1</sup> Many teachers are convinced that he is right. The teacher

<sup>1</sup> Clyde I. Blanchard, *Twenty Shortcuts to Shorthand Speed*, pages 77-79.

should pick out the difficult outlines in the take and place them on the board for the students to "spot write," or write as many copies of, as they can. This work should immediately precede the dictation. This means that the teacher knows what is in the dictation material. He probably will have selected certain material because it contains certain outlines that need review or special drill.

5. Give a great deal of fast dictation from the beginning.

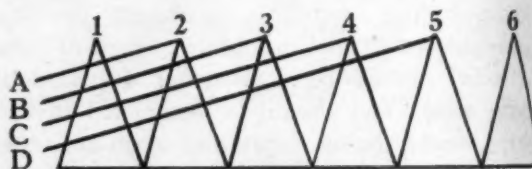
Time and motion studies have proved that fast writing is not slow writing speeded up—each is a different technique. Such studies have also proved that slow writing permits the development of poor writing habits.

6. Develop new principles through extensive practice on a great many examples rather than through intensive practice on a few selected ones.

7. Do not be afraid to cover the required ground in the recommended time.

Failure to adhere to this fundamental principle is one of the greatest causes for failure to accomplish desired results with those teachers who *think* they are using the Functional Method.

(a) Do not expect mastery the first time a principle is studied. A mastery chart will look something like this:



1, 2, 3, 4, 5, and 6 represent peaks of principle presentation.

A, B, C, and D represent principle presentation frequencies.

In the A presentation, Principle 1 will be skimmed.

In the B presentation, Principle 2 will be skimmed and Principle 1 enlarged.

In the C presentation, Principle 3 will be skimmed, Principle 2 enlarged, and Principle 1 scoured.

In the D presentation, Principle 4 will be skimmed, Principle 3 enlarged, Principle 2 scoured, and Principle 1 mastered.

(b) Cover the principle over and over again through continued "use situation" material.

A "use situation" is one that approximates the natural sequence of thought and words.

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Repetition, for repetition's sake, has very little value pedagogically speaking, but meaningful repetition is of tremendous value. If a word and its derivatives are practiced as an isolated word list, some benefit will be derived. But if that group of words is presented as connected matter in shorthand plate material, followed by the dictation of connected matter in which those same words occur but in different sequence—and if still again those same words and their derivatives are given in a different sequence in reading plate material—they will be more thoroughly and more indelibly learned. In addition, there will have occurred much reading practice and much dictation practice of connected matter. In other words, the "use situation" will have been advantageously employed.

Other "use situations" may be the oral reading of connected matter from shorthand notes (preferably the student's own notes) against time, silent reading of shorthand notes against time, or the typewritten transcription of those notes either against time to develop a higher net transcribed words-a-minute rate or simply transcribed within a time limit to develop greater accuracy of transcription.

8. *Take advantage of pretranscription training in the first semester of shorthand especially, but in other semesters as well, through punctuation drills, spelling drills, and syllabication drills.*

Pretranscription training in punctuation will eliminate many headaches in later formal transcription work. It may be conducted in somewhat the following manner:

Before punctuation can be taught, it must be decided what punctuation is to receive major emphasis and what is to receive minor emphasis. It is wise to list those points of punctuation that are to be taught in duplicated copy form and put them in the hands of the

students. The list should be as simple as possible, for simplicity leads to successful teaching. In the beginning stages of shorthand instruction then, as a student reads from the shorthand plate (preferably from his own notes), he will be stopped and asked to punctuate a certain sentence.

Of course, this sentence will have been selected beforehand because it contains the point of emphasis desired. This simple procedure will take not more than 15 seconds. If four students each class hour are called upon to punctuate four different sentences in this manner and the points of punctuation have been carefully selected to cover—many times in "use situation" form—all those points on the list, what a world of functional punctuation will be covered in only 1 minute a day!

Pretranscription spelling may be handled in a similar fashion. The student is stopped in his oral reading of shorthand notes and is asked to spell certain words. Again, these words will have been selected because of spelling difficulties they contain. The possibility of teaching the spelling of derivative forms of the words while the student is stopped should not be overlooked. This is also an excellent place to teach functional syllabication,



"But Mr. Gilbertson, I haven't half finished the course yet!"



the bane of typing instruction! The student should be asked as he spells the word to include all correct, end-of-line hyphens.

A simple device to be used in the pre-transcription teaching of spelling, punctuation, and syllabication is this: Number the lines, as part of the outside preparation of shorthand plate material, of all shorthand contained in the text. Attention could then be quickly called to any desired point by simply giving the page and line number in which that point occurs.

9. Dictate connected matter not only in its shorthand phrase sequences during the introductory presentation, but also in its meaning sequences soon thereafter. "He-will give-us the check but he-will-not pay the fee."

10. Stop giving unnecessary tests. Each day's work is a test in a skill course.

11. Differentiate between the "learning period" and the "job efficiency period." There definitely is a difference.

In the "learning period" of shorthand instruction, give the student all the assistance possible. Preview his takes. Help him with spelling, punctuation, syllabication, and arrangements. Occasionally redictate certain parts of the take. Frequently help him decipher his notes. Constantly direct him in his remedial practice.

In the "job efficiency" period of shorthand instruction, the emphasis is entirely different. Since the student has reached this stage in his training, we expect him to have developed proficiency in the use of spelling, punctuation, syllabication, and arrangement; in transcribing his notes quickly and accurately; and in understanding the duties of the position in which he finds himself.

Therefore, we give him as much actual experience as we possibly can; we put him in as many office-dictation situations as possible. We will dictate to him as he stands, as he follows us about the room, as his neighbor is reading aloud from another copy, as another neighbor is transcribing on a near-by typewriter. We will dictate to him not as a shorthand teacher does but as an office dictator would. In this period we will give the student as much individual dictation as can be crowded into the course.

A lot of lip service has been given to this

matter of individual dictation in the classroom, but little specific suggestion has been made. Here is one way in which it can be accomplished effectively. Though Louis A. Leslie's statement "A good teacher will keep his feet moving and his eyes roving"<sup>2</sup> certainly gives the kernel of the successful teaching of skill subjects, nevertheless there are times when good teaching can be done as the teacher sits at his desk—for example, when he gives individual dictation.

Near the teacher's desk should be a stenographer's desk. The students in the class will be asked to come to this desk one at a time, in an order previously announced, and receive dictation at the speed of which each is capable. While this work is paced for the individual student, still it should be dictated in a voice loud enough for all to hear; and, while each student is responsible for the letters—or series of letters—dictated to him, each is responsible for all the letters in the take—a simple yet effective plan for giving individual dictation.

Two principles should be kept in mind for this type of work: First, dictate as an employer does, not as a shorthand teacher would; and second, make the work a bit harder than the later office work will be, so that the student's reaction when he goes to work will be, "This actual office work is much easier than my classroom work was. I am so glad my teacher knew what he was doing."

<sup>2</sup> Louis A. Leslie, *Gregg Shorthand, Functional Method, Teacher's Handbook*, page 39.



B. Brown



"Sweetheart nothing — she's his secretary!"

# How Many Jobs Are There?

## A Blithe Review of the Dictionary of Occupational Titles

DOROTHY M. JOHNSON

Managing Editor, "The Woman"

THERE are few books that can open up to the casual reader so many vistas of employment and propound so many riddles (while lucidly solving other riddles) as the *Dictionary of Occupational Titles, Part I, Definitions of Titles*. (Obtainable from the Superintendent of Documents, Washington, D. C., for \$2. Various supplements to the *Dictionary* are published from time to time—a new one dated February, 1944, costs 60 cents.)

I went over to the War Manpower Commission office to examine this book, as a routine assignment, and came back dissatisfied, unclassified, and hurt.

All vocational rehabilitation training must be confined to the jobs classified in the *Dictionary of Occupational Titles*, and so the book is of interest to every educator. So complex is the earning activity of the Machine Age that the *Dictionary* defines 17,452 jobs. These are also known by 12,292 alternate titles, making a total of 29,744 titles defined. About 130 industries are represented in the book. (There are more in later editions and supplements, but the WMC office seemed to be contented with one dating from 1939.)

Here is an explanation of the purpose of the *Dictionary*, quoted from the book itself:

If a foundry superintendent wants the public employment office to send him a cupola tender, the office must know enough about work and worker to be able to refer a registered applicant who has previously been classified as qualified and capable of doing the work required.

Briefly, first find out (by looking in this *Dictionary*) what a cupola tender is, and then see whether you've got one.

A stenographer, you will be glad to learn, "takes dictation in shorthand of correspondence, reports, and other matter and transcribes dictated material, writing it out in longhand [I wonder where *that* office is!] or using a typewriter. May be required to be versed in the technical language and terms used in a particular profession, may perform a variety of

related clerical duties. . . . May take dictation on a stenotype machine . . . or may transcribe information from a sound producing record."

This sounds familiar; but some of the 29,744 titles are fascinating. For example:

Eel cutter (can & preserv.) A Laborer, Process. Cuts eels into short lengths for cooking and preserving; severs head with butcher knife; cuts remainder of body into 2-inch sections; discards head and tail pieces; pushes cut pieces across table to Cooker, Eel.

This brings up some interesting points. What if the eel cutter doesn't believe in regimentation and prefers to cut eels into pieces  $2\frac{1}{4}$  inches long? What if the eels grow in lengths that are not divisible into pieces all of which are just 2 inches long? Maybe eels don't like regimentation, either. What if the Cooker, Eel, doesn't happen to be across the table when the pieces are pushed to him? He may have stepped out to see about a job as a cupola tender.

To get back to familiar things, stenographic students who aim to be secretaries the minute they cross the school threshold for the last time ought to read the official description of what a secretary does. A secretary (clerical) "performs general office work in relieving executives and other company officials of minor executive and clerical duties; takes dictation . . . ; transcribes . . . ; makes appointments for executive and reminds him of them; interviews people coming into his office, directing to other workers those who do not warrant seeing the executive; answers and makes phone calls; handles personal and important mail, writing routine correspondence on own initiative. May supervise other clerical workers."

What I don't like about the *Dictionary* is that it has left me out. For some years I have been led to believe that I was an editor, but there is no classification under *Editor* that fits the things I do. A magazine editor sets policies—I don't set policies. A book editor corresponds with authors and suggests changes in manuscripts. I do that, among other things; but according to my own classification system,

an editor who works on a magazine is not a book editor while he is working on the magazine, so that doesn't fit. Neither am I a drama editor, or a woman's page editor, or a night city editor, or any of the other kinds of editors. Nobody ever told me I ought to be.

The situation depresses me. Unless I find that the War Manpower Commission has frozen me (perhaps as "Editor, Indescribable but Indispensable"), I am going out to look for a

job that is classified and lucidly described, job about which there is no doubt whatever.

A second-ride-fare collector, says the *Dictionary*, is one who collects cash fares from repeat riders on merry-go-rounds and roller coasters. Not the *tickets* for the *first ride*—somebody else does that—but the *cash* for *repeat rides*. I do not want to set policies for magazines; I want to collect second-ride fares on a merry-go-round. People who stay on for a second ride are sure to be in a good humor.



## A College Secretarial Curriculum

**M**ANY colleges have introduced secretarial training in recent years, and how to fit this comparatively new field into the college plan has become a major problem.

While the primary objective of the college secretarial program is to train students for office and related work, schools are finding that this goal must be made more specific. Other types of schools, particularly high schools, can train students for positions requiring only minimum skills. Therefore, it is only logical that colleges should try to prepare students for positions that the average graduate of a high school secretarial course could not expect to fill.

Hamline University, St. Paul, Minnesota, has designed a curriculum that consists of secretarial courses spread over four years. While this is an imperfect arrangement in some respects, it is a workable plan for a liberal arts college. Primarily, it was drawn up to raise the shorthand speed of the graduating class from an average of between 120 and 130 words a minute, to an average of 140 words a minute or more, and to add considerable information on secretarial and office management subjects.

Only the secretarial courses are given below; not the courses required in other college fields.

*First Year:* Elementary typewriting or elementary shorthand or both, depending on previous preparation.

*Second Year:* Intermediate shorthand and typewriting, plus a study of calculating machines.

*Third Year:* Advanced typewriting and shorthand, plus secretarial practice, dictaphone, duplicating machines, and some review of calculating machines.

*Fourth Year:* Speed development in shorthand and typewriting, plus study of office management and review of work of previous years.

One additional course is provided for those students who omit elementary typewriting and shorthand and start their freshman year with intermediate or second-year work. That additional course may follow or be taken concurrently with the fourth-year course.

If the college secretarial curriculum is to be integrated with high school work, provision should be made for high school students with varying degrees of preparation. Elementary typewriting and shorthand, either compound or separate, seem to be provided in every college secretarial program. But the trouble lies in subdividing the courses and placing the students correctly.

Hamline University students are permitted to take a one-year course in elementary typewriting or elementary shorthand, or both, depending on what they have had in high school or elsewhere. Those who have had two years of high school secretarial work enter the intermediate or second college course.

But a college secretarial program cannot justify itself indefinitely with a few secondary level courses. It must include advanced training comparable to that in other college departments. Colleges receive requests for secretaries who know foreign languages, secretaries who can act as church parish workers, and secretaries with a thorough background in science.

Less emphasis has been placed on the advanced courses and curriculum in the secretarial field at other colleges. Teachers' courses in shorthand systems and theory are in existence but, in general, not a great deal has been accomplished.

With its plan of study, however, Hamline University believes it not only can integrate high school and college training, but also can coordinate secretarial training throughout the four-year period, with the college liberal arts curriculum.—Richard Sielaff, Hamline University, St. Paul, Minnesota



# Postwar Issues in Business Education

ESBY C. MCGILL

*Armstrong College, Berkeley, California*

**B**USINESS and industrial progress has been stupendous since the beginning of the war—as is always true in any period of military struggle. Giant strides have been made in the production of war materials by the installation of new machinery, new production methods, and active business management.

Remarkable accomplishments have been made in the training of clerks, storekeepers, yeomen, typists, record keepers, and other skilled office workers for the armed forces. We are equally proud of the accomplishments in training accountants, stenographers, clerks, and salespeople for business and industry during our crisis.

We have learned how to cut out unnecessary parts of many courses and how to cover necessary materials in a short time without losing the vitality of the material being taught. Then, too, we have made great progress in specialized types of training; such as typing or accounting for a specific purpose in the armed forces and industry. Men who have had all kinds of pre-war experience and training, of ages ranging from 17 to 38, have been taught to perform specialized typing, bookkeeping, or clerical task in a remarkably short time. In view of all our streamlining of specialized instruction, we must not overlook the importance of a well-rounded business educational foundation for all future business occupational workers.

## *Questions About the Future*

Let us consider the following pertinent issues that must be met by the business educators of the postwar period.

1. Can we advantageously use new methods of instruction that have developed from the speeded-up and narrowed procedures developed in the wartime program of instruction of subjects closely related to those considered in the business training field a few years ago? Or, on the other hand, will it be necessary that we take up the old course of study and curricular outlines that were used prior to 1942, and then slowly revamp our educational program. Or, can the new program be a combination of the two points of view welded into an improved curriculum that will adequately meet our needs?

2. Secondly, will it be wise to introduce into our educational program specialized courses in the business fields to those students on both the lower and higher levels of instruction? That is, can we profitably provide specialized instruction for typists who expect to work as typists or secretaries for attorneys, physicians, architects, contractors? The same situation can be considered from the standpoint of bookkeepers, stenographers, and file clerks. Will it be advantageous to forego some of the broad basic training to provide specialized instruction, or shall we first provide all students with the broad basic training in the essential fields of business education?

3. Then will we as business educators be able to compete with other departments and fields of education to select and solicit the best students for training in the business field? Can we make our program so attractive with the proof that we really have the essentials in education for business that it will no longer be necessary to have to accept failures from the sciences or other fields for our students? On the other hand, can we still pride ourselves in the fact that we have something to offer the boy or girl that was forcibly emitted from other fields of instruction?

4. Can we institute better methods of counseling and guidance for the student during the instructional period, so that we will actually have fewer inferior students and failures from our department? Should we attempt through means of guidance to direct the student carefully into areas of work in which he will most likely make a success, rather than allow him to follow his own vocational pursuits?

5. Is it likely that a much greater use can be made from vocational aptitude tests in properly placing students in appropriate types of work. Then again, do we now have adequate means of testing for aptitude in business vocations, or should we conduct further research directed toward the development of more reliable tests and reliable means of testing in various occupations pertinent to business activities?

6. Should we attempt to conduct a sales campaign to convince all persons, regardless of

their occupational pursuits, that they have a need for basic business training, such as principles of economics, marketing (buying and selling), typing for personal needs, record keeping for tax purposes and personal needs, and of course many other such things that have become a part of most everyone's daily life? Or, shall we take the point of view that it is necessary to train assistants to business executives? Or, can we assume that our program can be a combination of the two, wherein we attempt to train as many persons as possible to handle their own personal affairs more efficiently, as well as provide trained personnel for business?

These are only a few of the issues which we should be including in our plans for tomorrow.

### —♦— Business Educators in Service in Washington

(Continued from December)

HERE are some more names of business educators who are in military service in Washington, D. C.:

Lt. Anson B. Barber, USNR, Standards and Curriculum Division, Bureau of Navy Personnel, Arlington Navy Annex, Washington 25, D. C. (Madison College, Harrisonburg, Virginia.)

Lt. (j.g.) Hazel Bosely, USNR, Headquarters of the Commander in Chief of the U. S. Fleet, Navy Department, Washington 25, D. C. (Stonewall Jackson High School, Charleston, West Virginia.)

Lt. Ruby Cochran Fowler, USMCR, Mail and Files Division, Personnel Department, Headquarters, U. S. Marine Corps, Washington 25, D. C. (Morehead State Teachers College, Morehead, Kentucky.)

Major F. Devere Smith, Training Branch, Military Intelligence Division, War Department, Washington 25, D. C. (Olympia High School, Columbia, South Carolina.)

Lt. Earl P. Strong, USNR, SECP Training Branch, Executive Office of the Secretary, Navy Department, Washington 25, D. C. (Business Education Service, U. S. Office of Education, Washington 25, D. C.)

Business educators who may be passing through Washington or who are in the Capital for a few days are invited to have dinner with as many of the business educators now in Washington as can get together. Call Dr. Frank Dame, of the District Public Schools (National 6000—then ask for Roosevelt High School—then for Dr. Dame).

## Observe Pan American Day April 14

THE Pan American Union, Washington, D. C., will send to groups planning to observe Pan American Day the following material. Please order by number and title. Because of the limited supply, material can be sent only to teachers or group leaders, and only one copy of each item can be sent to the same address.

1. *Pan American Day.* Its origin and significance—suggestions for its observance.

2. *The Geographical Unity of the Americas.* A brief description of the outstanding geographical features of the continent.

3. *The Interdependence of the Americas.* The economic, political, and cultural interrelationships of the nations of the Western Hemisphere.

4. *The Inter-American System.* A brief description of the basis on which the system is founded and the elements through which it functions.

5. *Anthology of Latin American Literature.* Selections of prose and poetry, translated from the works of Latin-American authors and published in the United States during the last five years.

6. *The Bulletin of the Pan American Union.* The February, 1945, issue of the *Bulletin* will be dedicated to Pan American Day and will contain a study of Elihu Root's contribution to Pan Americanism and a series of brief articles on economic questions, one for each American republic.

7. *Material in Spanish.* Pamphlets 2, 3, 4, 5, and 9, of this list have been published in Spanish, primarily for distribution in Spanish America. Copies are available to Spanish classes and groups in the United States.

8. *Material in Portuguese.* Pamphlets 2, 3, 4, 5, and 9, of this list have been published in Portuguese, primarily for distribution in Brazil. Copies are available to Portuguese classes and groups in the United States.

9. *Mr. Whimple Meets the Heroes.* A play suitable for junior and senior high school groups, based on the names of Latin-American heroes selected for Liberty ships. Appended to the play are brief biographical sketches, and a series of questions based on the lives of the heroes.

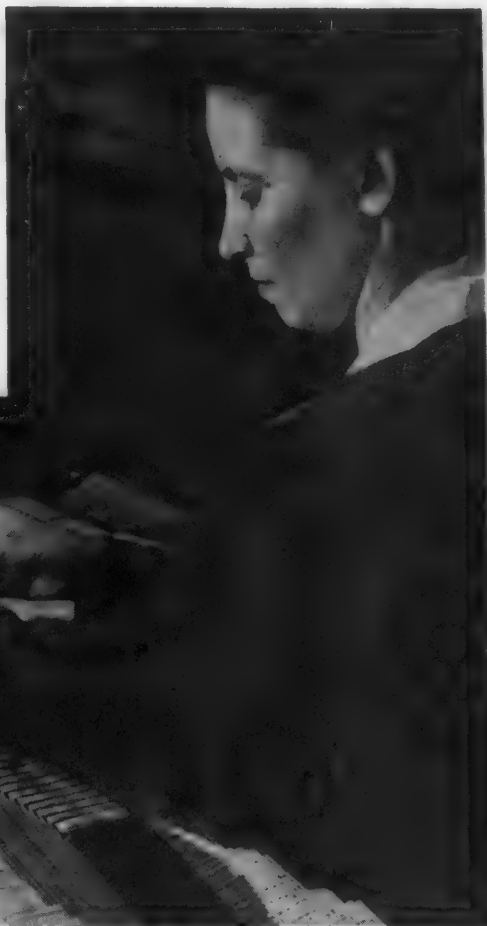
10. *Life of Benito Juarez.* A play, by Germaine Baer, Jackson (Michigan) High School. Suitable for high school groups.

11. *Our Pan American Heroes.* A play for boys suitable for elementary and junior high schools, based on a visit to the Pan American Union in Washington. Based on a play by Edna Randolph Worrell of Philadelphia.

# How to Sort Materials

## No. 6 of the Periphery Business Skills

THELMA M. POTTER



*Courtesy Remington Rand*

RESEARCH in modern business offices shows that the sorting of materials is a common task of new employees working in general clerical jobs. Sorting is generally associated with filing as an activity that must precede the actual filing process. In large filing departments, there are workers called "sorters" whose chief responsibility it is to sort materials removed from the files during the day so that they may be rapidly returned to their proper places. The importance of sorting may probably best be appreciated when it is related to the dispatching of the enormous quantities of daily mail which must be sorted so that it will be correctly routed to post offices all over the world.

The business activities of today require the daily use of multitudinous forms, cards, and letters, and such large quantities of materials can be handled efficiently only by sorting them into classifications small enough to permit easy and rapid manipulation and control. Sorting has been an important office activity and con-

The Multisort, pictured here, is a flat sorter, placed in a trough of convenient height. Materials are easily sorted by placing them behind dividers that correspond to the company's filing folders.



tinues to increase in importance. Many offices have standards of production in this kind of work rather well defined. So it seems that teachers of business subjects are justified in paying some attention to the knowledges and skills required in sorting.

### *Sorting Judgment*

Skillful sorting requires an individual to exercise judgment, have finger dexterity, and co-ordinate the action of the entire body, particularly the eyes and the hands. Among the decisions involving judgment that the worker must make concerning sorting are when to sort and how to sort.

In order to answer the question "When shall I sort?" the worker must study the situation in which he is working, and, upon the





*Courtesy Yawman and Erbe*

**This Y and E two-letter method, utilizing only the first two letters of surname or subject, enables inexperienced clerks to sort almost immediately.**

basis of the information that he gets through study, make his decision. For example, in a filing department in a large business, materials that are to be sorted and then re-filed may come in every few minutes during the day. To sort every paper as it comes in would be a waste of the worker's time. It is wiser and more economical to wait until an appreciable number of materials to be filed has been accumulated and then concentrate the effort expended upon sorting all at one time. Some small offices apply this principle by sorting and filing materials every other day or when the accumulation of materials justifies the concentration of effort on sorting and filing.

There are many illustrations of situations involving a similar decision in every school, which the ingenious teacher will discover and use in teaching this skill. For example, at the beginning of school terms when students' schedules are sent to the administrative office to be filed in visible files, it is time-saving and labor-saving in the long run to delay the sorting required until all the schedules are in, rather than to sort them a few at a time as they are sent to the office. A different situation, of course, may demand a different de-

cision and a different action. It is important in teaching this periphery skill that students be made aware through discussion of similar problems that sorting is not all mechanical, it does require knowledge and judgment.

### ***Finger Dexterity in Sorting***

"How shall sorting be done?" is another question that calls for an answer based upon knowledge and judgment. The classifications under which sorting will take place, of course, depend upon the ultimate disposition of materials being sorted. In the business subject classrooms, sorting of cards or letters usually is followed by the placement of those materials in a file. If the file is numerically arranged, they will be sorted numerically; if it is alphabetically arranged, they will be sorted according to the letters of the alphabet.

How material will be sorted is also dependent upon the amount of material to be sorted. The sorting procedure used for ten or fifteen small cards cannot be applied with any degree of efficiency to 20,000 sales slips. In the classroom, we usually work with small quantities of materials, but even with these the basic principles of efficient sorting can be illustrated. For example, in sorting seventy-five letters for placement in a practice filing box, there are several procedures that should be taught by discussion, demonstration, and practice.

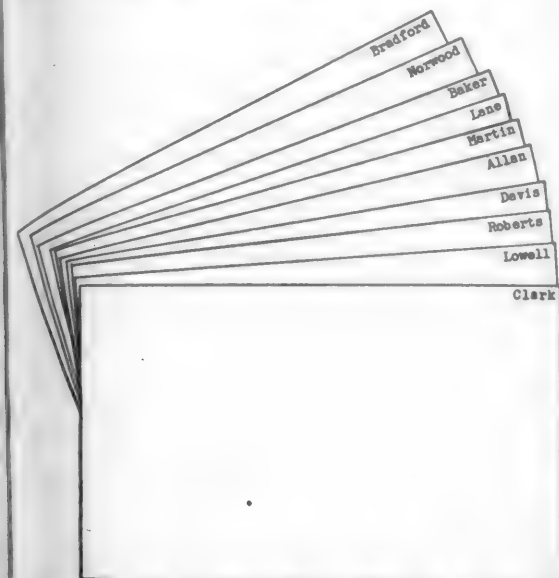
When there are more than twenty-five or thirty pieces of material to be sorted, it is usually best to sort in terms of large classifications first. For example, put in one pile all the items beginning with "A" through "H," instead of making eight separate sorts. This is called *rough-sorting*. Rough-sorting takes up less space and therefore lessens the amount of confusion and speeds up the total process. After materials are rough-sorted, then each rough-sorting is re-sorted in its final arrangement.

In the actual physical handling of materials, a small number of items picked up at one time is easier to manipulate with the hands. It is easier and faster to sort seventy-five letters by picking up twenty-five at a time, than it is to try to hold all seventy-five in your hand at one time. Accommodate the number of items to be picked up at one time to the number which can be manipulated dexterously with the hands.

Card files of names can be found in almost every office. They are, of course, common to

school offices. When a large number of name cards are to be handled, sorting is made more rapid if a small number of cards are picked up in the left hand, fanned, and then placed in the proper classifications by the right hand.

Fanning is spreading the cards as one does in a game of cards, so that all the names on the cards being held for sorting are visible. In the classroom, the students might practice this in connection with the typing of cards. Have them type names on cards, and then practice sorting these same cards for alphabetical arrangement. Start the practice of fanning with a small number of cards, let us say ten, and increase the number being held to the point where it begins to become awkward to hold them. Some individuals will be able to handle more cards than others, according to the size of their hands. Let each student discover his own ability.



When the left hand holds cards fanned in this way so that all names are easily seen, the right hand can easily sort them.

Sorting is usually done in the classroom in such a way that the end result is a series of unevenly stacked piles. In a well-managed office, this is looked upon with disfavor, and the modern office usually includes in its equipment some kind of sorting device to receive the material being arranged.

Some sorting devices used in business are not unlike a block of pigeonholes similar to the equipment used in school administrative offices for the distribution of teachers' mail. When 8½" by 11" sheets or larger are to be

sorted, a business office will usually have a sorting tray on a stand that may be wheeled around as desired. The sides of the tray are low, and there are guides to correspond to the filing system in use. Sorting is done behind these guides and when the sorting is complete the material is placed in the regular files.

A good substitute for this kind of sorter in the school is an ordinary filing drawer. The industrial arts department might also be willing to construct a simple sorter on this principle, or the individual teacher may be able to construct one with a sturdy box and a set of guides.

A popular sorting aid is the flat sorter pictured on page 361. It is a piece of office equipment that would be desirable to add to the school equipment for the training it would provide for general clerical workers.

A statement concerning sorting equipment must of necessity include mention of the automatic sorters which are in wide use in large companies. The Hollerith machine is an example of this type of machine. Training in the use of this type of machine is usually given on the job in in-service training programs.

### *Co-ordinating Body Movements*

In the sorting skill, as in most skills, the whole body is involved in successful operation, and training must consider the whole body and not just the hands which are obviously active. When sorting, the worker should be in a comfortable sitting or standing position as the situation may require.

The heights of the sorting tables or sorting trays should be adjusted so that fatigue is not developed because of constantly bending over or stretching the arms up or across. The weight of the body should be borne on the feet. This is important because it permits rhythmic action of the entire body. In this skill, as in most skills, speed is achieved and fatigue reduced by an easy rhythmic action. Just as one works for smoothness of typewriter operation and shorthand writing, one should work also for smoothness in sorting and many other periphery skills.

The smoothness of movement can be achieved partially by co-ordinating eye movements and hand actions. The eyes are used to locate the place to which the hand is to move. Using the eyes to do this saves the hand a lot of excess motion. The eye movement in each instance should precede the hand motion. An

analysis of the eye motion and the hand movement in sorting one card shows how such action may be co-ordinated. The steps appearing on the same line of writing are performed simultaneously.

EYES	HAND
Step 1: Read the name on the card	Step 2: Pick up the card
Step 3: Find the classification	Step 4: Place the card in the sorting classification
Step 5: Move to the next name on the next card	

A person's speed of reading influences his speed of sorting also. Handwritten or poorly typed materials are not usually sorted as rapidly as perfectly typed and easily readable materials. Sometimes practice in reading handwriting is necessary to the growth of sorting speed. In addition to typing and sorting cards, the students should handwrite cards, exchange them, and practice sorting the handwritten cards. Comparative speeds may be attained in this manner.

As stated previously, standards of speed in sorting have been established in various offices. Because the nature of office requirements vary, it may be expected that the standards may vary also. Yawman and Erbe in their advertisement of the Sort-O-Mat state that an inexperienced person can, with this device, sort a minimum of 800 papers an hour and after a few days could be expected to sort as many as 1,600 an hour. (The Sort-O-Mat is illustrated on page 362.)

Bertha Weeks says in her book, *How to File and Index*, that an average speed of sorting in a flat sorter is from 1,500 to 1,800 items, with an expected range of 1,200 to 2,500 an hour. Smaller sized papers may be sorted at a rate of 2,500 to 3,500 an hour.

The business teacher's responsibility is to establish standards of performance by having the students practice the activity and then time them to note their production speed. The office standards may be used as a measuring stick until enough classroom experimentation justifies the setting of production standards in terms of the school situation.

Further analysis of sorting and many other office procedures will help to perfect the teaching of this type of common and important office activity. It would be worth while to have students talk to office workers and dis-

cover the ways in which things are done in the local offices. Don't stop there, though, for not all offices perform office activities in the best way. Use the procedures and methods pointed out as laboratory experiments and let both student and teacher develop new and better ways of doing office work.

### Red Cross Given Bus by Alpha Iota

A 1944 29-passenger Ford bus was presented to the American Red Cross at Kansas City, Missouri, on December 2 by Alpha Iota.

MISS ELSIE FENTON of Des Moines, grand president, and MISS NETTIE M. HUFF, president of Huff College and sponsor of Alpha Iota in Kansas City, shared honors in presenting the bus to the Kansas City Chapter. This gift, costing \$3,450, was made possible through contributions of individual members throughout the United States to the Alpha Iota 1944 War Service Fund.

MISS MILDRED VAN ATTA, past social secretary of the Cincinnati Alumnae Chapter of Alpha Iota, has received a life membership in the Chapter as a reward for a year of all-round service in promoting the war effort and activities within the sorority.

### National Business Education Quarterly Plans Spring Issue

"CO-OPERATION Between School and Business" will be the theme of the spring issue of the *National Business Education Quarterly*, it was announced by HARM HARMS, special issue editor, of Capital University, Columbus.

This issue will include a report of the results of a joint undertaking of schoolmen and the Hartford, Connecticut, chapter of NOMA to improve the effectiveness of business training in that city; administrative problems in a co-operative program; an account of a school system that has had several years of experience with the National Clerical Ability Tests; a comprehensive report of NOMA's educational program of co-operation with the schools in training prospective student employees for business; excerpts from the 1944 NOMA annual convention.

The *Quarterly* is published by the Department of Business Education of the N.E.A. and is supplied to its members as a professional service. Copies of all issues for this school year can be had by sending the yearly dues of \$1 to Harold D. Fasnacht, national membership director, Colorado Woman's College, Denver 1.



# B. E. W. Letter-Writing Contest

Problem Prepared by  
MADELINE MACDONALD

*Notre Dame Secretarial School, Montreal*

ASSUME that you are employed as secretary to George Miller, manager of the Claims Department of the Henry Hornwell Company, a large department store in your town. Mr. Miller gives you the letter shown on this page and says, "Here's another headache. Look into it please, and see what you can do."

Your investigation discloses the following facts:

Several days before Mrs. Tolson came in to buy a dress, the dress in question was brought back by another customer for refund—and it was put back into stock inadvertently through a series of errors. In the first place, the clerk in charge of refunds and exchanges was away for a couple of days, and this dress was taken back and the price refunded by the relief clerk, without the usual careful inspection. When the new clerk saw her mistake, she reported the matter to you. You instructed her to keep the garment in her office until she got further orders as to its disposal.

The second mistake occurred the next day when the regular clerk, thinking the dress had gone through the usual routine inspection, sent it back to the stock-room. It was then included with some dresses for a special sale and was sold before it could be traced.

So your customer is justified in her complaint. You owe her an apology. You also

owe it to your firm to explain what happened. You might offer to take the dress back and refund the price; but it would be better to have her keep it on an adjustment basis. Be sure to make capital of the fact that you do not take back dresses that have been out of the store for more than two days.

Although your records show that Mrs. Tolson's account is not one of your firm's largest, you know that every customer is important—not only because of her buying power, but also because of her advertising power. Write the kind of letter that will keep Mrs. Tolson among your friendly customers.

## Business Letter Contest Rules

1. Have your students write the letter called for in the accompanying problem. It may be assigned for classwork or as an outside project.

*(Continued on page 384)*

### *This Letter Is to Be Answered*

The Manager  
Claims Department  
Henry Hornwell Company  
Your Town, State

125 Oak Grove  
Your Town, State  
March 1, 1945

Dear Sir:

About a week ago, I bought a printed crepe dress at your store, paying the reduced price of \$14.95 for it. Although I tried it on before deciding on it, I failed to discover what I afterwards found out; namely, that the dress had been worn, several times, by someone else.

Proof of this is that the buttons have been removed, a theater ticket stub was in one of the jacket pockets, and there is a slight stain on the left sleeve.

I took the dress to your exchange desk to ask for a refund, but was curtly told there was no exchange on marked-down dresses, and that, anyway, I had kept the dress too long before I made a complaint.

I shall have to keep the dress, though I do not care to wear it; but in the future I shall be more careful where I shop.

Yours truly,  
(Mrs.) Milly Tolson

# A Classic Research in Human Skills

## Part 6

Reviewed by HAROLD H. SMITH

IN discussing the teaching problems in telegraphy at length, the authors of the study under review<sup>1</sup> point to the disagreement among teachers of reading as to the desirability of the "word-method" or the "sentence-method." They observe pertinently that:

We believe . . . (1) that by no device is it possible to gain freedom in using the higher language units until the lower have been so mastered that the attention is not diverted by them; and (2) that it is, nevertheless, wise at all stages to practise with the highest language units possible, and thus learn all the units in their proper setting.

The authors hasten to point out that while children are learning to read connected matter they . . .

. . . must all the while be getting the alphabet and vocabulary and making them automatic. If this end can be achieved incidentally, well and good. If not, it must be achieved by periods of practice devoted thereto. In no case can making the language elements automatic be skipped.

Thus, there can be no support in this study for the radical aim of practicing entirely on either the sentence or the word level in typing.

To the authors' comment, "There is no freedom except through automatism," one might well add the words "on the highest possible levels and at the highest possible speeds."

Of plateaus in the *receiving* curve, they say:

A plateau in the curve means that the lower-order habits are approaching their maximum development, but are not yet sufficiently automatic to leave the attention free to attack the higher-order habits. The length of the plateau is a measure of making the lower-order habits sufficiently automatic.

The authors recognize the bearing of interest, motivation, understanding of the problems, and the intelligence with which practice is carried out.

One of the most enlightening portions of the report is a discussion of effective speed and accuracy:

<sup>1</sup>"On the Psychology of Learning a Life Occupation," Indiana University Publications, Science Series, No. 11, 1941.

Effective speed depends, in a relatively small degree, upon the rate at which the processes dominant in consciousness occur; in a relatively great degree, upon how much is included in each of those processes. . . .

There is scarcely any difference between one man and another of greater practical importance than that of effective speed. In war, business, . . . and what not, we have at the one extreme the man who defeats all ordinary calculations by the vast quantity of work he gets done, and at the other extreme the man who no less defeats ordinary calculation by the little all his busyness achieves. The former is always arriving with an unexpected victory; the latter, with an unanswerable excuse for failure.

Recounting the theoretical probability that the swift individual might be "distinguishable from the slow by reaction time tests," the report continues:

In face of these *a priori* probabilities, eleven years' experience in this laboratory (the first three being spent mainly on reaction times) has brought the conviction that no reaction time test will surely show whether a given individual has or has not effective speed in his work. Very slow rates, especially in complicated reactions, are strongly indicative of a mind slow and ineffective at all things. But experience proves that rapid rates by no means show that the subject has effective speed in the ordinary, let alone extraordinary, tasks of life. How is this to be explained?

The following answer is proposed: The rate at which one makes practical headway depends partly upon the rate of the mental and nervous processes involved; but far more upon how much is included in each process. If A, B and C add the same columns of figures, one using readily the method of the lightning adder, another the ordinary addition table, while the third makes each addition by counting on his fingers, the three are presently out of sight of one another, whatever the rates at which the processes involved are performed. The lightning adder may proceed more leisurely than either of the others. He steps a league while they are bustling over furlongs or inches.

Later, in discussing effective speed and accuracy:

The gain in speed made possible by adding mastery of the higher language habits to mastery of the lower does not lead to less, but to greater accuracy in detail.

We have found invariably that many more mis-

takes are made in receiving disconnected letters than in receiving, at a much more rapid rate, letters that form words; and that, in turn, many more mistakes are made in receiving disconnected words than in receiving, at a still rapider rate, connected discourse.

Although there is no certainty based in these studies that the preceding comments apply to plain copying on the typewriter, it seems likely that they may apply to the process of transcribing on the typewriter. There is much food for thought here, and in the necessarily omitted portions of page 114 of the monograph under review, for teachers worried about what degree of accuracy should be justly demanded of students typing meaningless letter drills, isolated word drills, sentence and paragraph drills, code drills, numeral drills, and paragraph material containing various types of difficult tabulations, series of numbers, and special characters. It is suggested that no flat "two errors a page" limit can possibly be fair or effective.

Clearly, those who persist in typing on the isolated-stroking level must remain slow, ineffective producers of typing. Experience proves that the acquisition of typing skill, whether copying, transcription, or composition, waits upon the ability to push one's mind and fingers to ever higher limits of performance, taking the fullest possible advantage of easy and known combinations without losing control of the execution of difficult combinations, familiar or strange.

In transcription particularly, these skills must function right along with skills in getting thought and expressing it grammatically and effectively—with correct spelling, punctuation, capitalization, and word division—as well as artistically. Each of the separate skills must be automatized on a high level of speed with accuracy if there is to be any hope of skillful functioning of the fused skills.

The typing teacher must be ever watchful lest the beginner's interest lag or lest he practice too much of the time for metronomic rhythm, because his typing will tend to become automatic on some too low speed level. The flashing of isolated words will help but only if the same words are immediately practiced in sentence situations *at speeds that approximate the flashed speeds*. This requires much repetitive practice of the same sentence because early typings will necessarily be at slower and more metronomic rates until all the peculiarities of the sentence are mastered.

The teacher's job is to teach typists how to take these "league steps" in the precise kinds of situations they will face in handling the typewriter personally or vocationally.

Most typists who can copy from 80 to 120 words a minute are convinced that they have wasted many hours of unnecessary practice. They laugh at the idea that 40 to 50 words a minute are difficult copying speeds to attain.

Perhaps we shall find that the supposed plateaus in typing instruction were really dead-end streets of poor teaching and practicing, which should have been discarded long ago! The results being attained in some of our war-emergency courses strengthens this commentator's long-held belief that we can attain the 80-word copying level with no more effort and in no more time than we now expend in reaching the 40-word level. Superior progress is always accompanied by greater interest and enthusiasm on the part of teachers and students than prevail in slower progress.

Omit any of the steps, kill or disregard interest, require practice on the wrong kind of practice matter, fail to integrate each vestige of new-found skill into the final form in which it must function, raise standards too high or set them too low, and apparent plateaus will appear. Ominously too, there is great danger that the typist's ultimate potential will be permanently restricted.

(The End)

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## A NOMA Research Project

BUSINESS teachers, would you like to compare your advanced students with national norms in fundamentals—spelling, word usage, punctuation, English, arithmetic, and also speed and accuracy in typing?

The Columbus Chapter of the National Office Management Association is engaged in a research project endeavoring to compare the ability of preservice business trainees with in-service, experienced office workers. Tests under consideration at present have to do with spelling, word usage, and typewriting. The complete test can be given in a 30-minute period and is self-administrative.

If you would like to give this test, which must be completed before April 15, to some of your advanced students, write to: Harm Harms, chairman, Columbus NOMA Research Project, Capital University, Columbus 9, Ohio.





E. DANA GIBSON, Editor

### RADIO

ONE of the most neglected phases of audio-visual education is that of radio. Teachers feel no program fits their needs, or they cannot hear the station broadcasting the desired program, or they cannot make the broadcast and classtime correspond. The first argument is hardly valid as it hinges primarily on a lack of information as to what is available. The others can be overcome by school transcriptions of the desired program and the making of them available to the teacher.

#### *CBS, American School of the Air*

One of the best radio programs is the series produced by Columbia called "American School of the Air." The following programs have been selected as of interest to business teachers. A complete description of all such programs can be found in the *Teacher's Manual, Fifteenth Season, 1944-1945* of CBS, American School of the Air, Columbia Broadcasting System, Inc., 485 Madison Avenue, New York 22.

While this is a late presentation of the available 1945 programs, it is intended as a suggestion that now is the time to prepare for their use in the 1945-46 school years.

1. *Protecting the Unemployed*, March 2. (Usable in Economics and Distributive Education Classes.)
2. *The War and Your Pocketbook*, March 9. (For Economics Classes.)
3. *Gold and Diamonds (Johannesburg)* March 14. (Usable in Commercial Geography Classes.)
4. *Fields of Wheat (Canada)*, March 21. (Commercial Geography.)
5. *World Airways*, March 23. (Introduction to Business, Economics.)
6. *Standing Room Only (Java)*, March 28. (Commercial Geography.)
7. *Fuel for Power (Rubr Valley)*, April 4. (Commercial Geography.)

8. *World Port (London)*, April 11. (Commercial Geography, Introduction to Business.)
9. *United by Steel (Chicago)*, April 18. (Commercial Geography, Introduction to Business.)
10. *World Communication (New York)*, April 25. (Commercial Geography, Introduction to Business.)

### Frequency Modulation

When Commissioner Studebaker appeared recently before the FCC and requested that additional wave bands be permanently assigned to educational use, the schools' hope for an adequate program of FM being set up began to appear as a definite possibility. Business teachers now, more than ever, should begin to prepare themselves for the employment of this new aid in their classroom. Those who desire more detailed information should write the various broadcasting companies and to the U. S. Office of Education.

At a recent meeting that I attended, someone suggested that the state or the counties purchase needed audio-visual equipment and make it available to schools. This, of course, involves centralized purchasing.

The more I thought about the problem, the more I became convinced that, on the whole, such purchasing is detrimental to the use of audio-visual equipment and to class use. For one thing, machines will have to be readily accessible or no one will use them. If bought to be distributed from a state or county office, it is difficult to make arrangements for their use as they may not be available when needed.

Again, when a state buys equipment for the school itself rather than for a central depository, the school loses out on the services that would ordinarily flow from direct purchase by the school. This service is usually indispensable to the maintenance of equipment purchased.

I have observed that equipment needed in one department of a school does not necessarily fit that required in another department. State purchasing seldom permits flexibility in this regard.

Let's not make the mistake of limiting the use of this valuable tool through a mistaken sense of economy or because of politics.

#### *New World Geography Motion Picture Series*

The World Educational Plan is working on a series of motion pictures that will attempt to

present the human and economic facts about each country in the world. These will be distributed to the various countries in their own languages.

## PICTURES

At the present time there is a large supply of pictures—photographs, slides, filmstrips, slidefilms, motion pictures, stereographs, textbook illustrations, prints, and similar materials—of all kinds. However, these primarily deal with but a few business areas. In many cases the teacher will discover it necessary to make her own aids, such as slides and filmstrips. This, she will find, is a cheap and fascinating way in which to obtain visual material definitely usable in her classrooms. How she can make her own aids will be discussed in a later issue.

### Sources and Materials

#### MAGAZINES AND NEWSPAPERS

Sources of pictures are so numerous that the average business teacher should have little difficulty obtaining the pictures needed. Current magazines and pictorial newspapers constitute the greatest source. Almost any newsstand or wholesale distributor of printed materials can furnish back copies that will cost the teacher little. Excellent free sources of illustrations are the trade magazines sent to all businessmen, back copies of which the teacher can usually obtain, locally, for the asking.

Illustrated magazines worth checking each issue are *Asia*, *National Geographic*, *Life*, *Fortune*, *Saturday Evening Post*, *Good Housekeeping*, *Economic Geography*, *Travel*, *Collier's*, and the *Ladies' Home Journal*. Such newspapers as *PM*, *Journal American*, and *Des Moines Register* contain many usable illustrations. Almost all Sunday newspapers, particularly the supplement and rotogravure sections, have pictures worth looking over.

#### MUSEUMS

Most museums now have slide, filmstrip, motion picture, and picture libraries as part of their regular departments. These aids can be obtained for nominal fees. Some of the museums offering such services are: Metropolitan Museum of Fine Arts, New York; Bettmann Archive, Pictorial History and Research, New York; Brooklyn Museum, Brooklyn; Pennsylvania State Museum, Harrisburg; Philadelphia Museum of Art, Philadelphia; American Mu-

seum of Natural History, New York; Illinois State Museum, Springfield; San Francisco Museum of Art, San Francisco; Seattle Art Museum, Seattle; and New Jersey State Museum, Trenton.

Illustrative of the picture collections available is that of the New York Public Library, 42d Street and Fifth Avenue, which has millions of prints, photographs, and illustrations cut from books, magazines, and other sources. Most of these are on free loan.

#### EDUCATIONAL INSTITUTIONS

For the average teacher, the most accessible and financially reasonable sources of pictures are the state educational institutions. Most universities now maintain rental libraries as do many state education and other departments. No business teacher should be without their catalogues.

#### FEDERAL GOVERNMENT

Excellent and very reasonable sources of audio-visual aids of all types are the various agencies of the Federal Government. Of these the U. S. Office of Education is playing increasingly a greater part. Other government agencies having pictures of interest to business teachers are: U. S. Department of Agriculture, U. S. Department of Commerce, U. S. Department of Interior, U. S. Department of Labor, Federal Loan Agency, Federal Security Agency, Co-ordinator of Inter-American Affairs, and Office of War Information.

#### ASSOCIATIONS

Many associations have produced and are producing needed pictorial aids. These extend from business to nonprofit organizations. Some of the associations worth checking are: Harmon Foundation, New York; International Ladies Garment Workers, New York; American Automobile Association, Washington, D. C.; American Iron and Steel Institute, New York; Co-operative League, New York; National Conservation Bureau, New York; National Association of Manufacturers, New York; Association of American Railroads, New York; American Trading Association, New York; Automobile Manufacturers Association, New York; Better Business Bureau (any large city).

#### BUSINESS AND INDUSTRY

One of the cheapest, but not necessarily always one of the best, sources is the large

business firm. Often such a firm has for distribution many aids on a loan basis that is free except for paying transportation charges one or both ways for motion pictures. Some of these firms' pictorial material is usable in the classroom, if the teacher will but take the time to preview and select. Some of the better-known firms having usable business aids include: American Viscose Corporation, New York; Coca Cola, local distributors; E. I. du Pont de Nemours Co., Wilmington; General Electric Company, Schenectady; General Motors Corporation, New York; B. F. Goodrich Company, Akron; Household Finance Corporation, Chicago; March of Time, New York; United States Steel Corporation, Pittsburgh; Westinghouse Electric & Manufacturing Company, East Pittsburgh; American Can Co., New York; Coronet Productions, Glenview, Illinois; Films of Commerce Company, Inc., New York; and the Goodyear Tire and Rubber Company, Akron.

#### SPECIFIC AIDS AND SOURCES

To assist teachers immediately, the following pictures or specific source of pictures is recommended:

*Advanced Typing Shortcuts*, Castle Films, New York. Purchase only.<sup>1</sup>

*Basic Typing Machine Operation*, Castle Films, New York. Purchase only.<sup>1</sup>

*Basic Typing Methods*, Castle Films, New York. Purchase only.<sup>1</sup>

*The Champions Write*, Gregg Publishing Company, New York.

*Selling America* (motion picture and five slidefilms). Jam Handy Organization, New York, purchase only.<sup>1</sup>

*Alaska's Silver Millions*, American Can Company, New York, free loan.

*I Want to Be a Secretary*, Coronet Productions, Glenview, Illinois, purchase only. For rental write Colorado University, Boulder, Colorado.

*How to Operate Mimeograph Duplicator Model 91*, Business Education Visual Aids, New York, rental only.

*Fortune*: (See *Vocational Index to Fortune* for more complete listing of pertinent subjects).

*Columbia Broadcasting System*, June, 1935; *Television*, April and May, 1939; *Teletype*, March, 1932; *The Incredible Barco (Oil)*, March, 1940; *The U.S.A.*, entire issue, February, 1940; *Standard Oil Company*, (N. J.), April, May, June, 1940; *Nylon*, July, 1940; *Great Lakes, Ships and Shore*, July, 1940; *The Automobile Industry*, November, 1941; *Merchant Marine*, November, 1944.

*National Geographic: Chemists Make A New*

*World*, November, 1939; *Aviation in Commerce and Defense*, December, 1940; *Today's World Turns on Oil*, June, 1941; *Petroleum Serves From Lamps to Wheels*, June, 1941; *U. S. Roads in War and Peace*, December, 1941; *Glass Goes to Town*, January, 1943; *Coffee Is King in El Salvador*, November, 1944.

The American Council on Education, in its publication, *A Measure for Audio-Visual Programs in Schools*, has outlined a plan for the development of programs on all organizational levels—individual building, local school system (county, city, and town), state departments of education, and state institutions of higher learning. Prepared by Helen Hardt Seaton for the Committee on Visual Aids in Education, it is available from the American Council on Education, 744 Jackson Place, Washington 6, D. C., at 40 cents a copy.

#### Postwar Education Movies

New books and pamphlets include *Motion Pictures for Postwar Education*, prepared by the Commission on Motion Pictures in Education, (American Council on Education Studies, Series I, No. 21, Vol. 8).

*Education for Victory*, official biweekly of the U. S. Office of Education, says:

The American Council on Education has received a grant to study the needs of schools and colleges for motion-picture material and to plan for the production of new films for courses of study where these needs exist. The Commission on Motion Pictures in Education is directing the program and in this pamphlet presents its philosophy and the broad objectives toward which it will work.



Bettman Archibald

<sup>1</sup> For rental, write Business Education Department, Highlands University, Las Vegas, New Mexico.

A televised university course as predicted by an artist in 1882 for 1952.



# Prognostic or Aptitude Tests For Skill Subjects

MATHILDE HARDAWAY, Editor

NO single test or battery of tests has yet been devised that will predict a student's success in learning the skill subjects of the commercial curriculum, or in holding an office position involving those skills after they are learned. Similar statements have been repeated so many times that the fact should be the common knowledge of every business teacher.

Is there, then, any value in the tremendous amount of research effort expended in attempts to find predictive measures for business subjects? Have these efforts resulted in any measuring instruments that have special value for guidance in the business curriculum? Despite the published opinions of some prophets of gloom, the answer to both of these questions is "Yes."

In regard to the first question, the few moderately successful efforts and the many failures to find measures that relate to achievement in the skill subjects very likely have pointed the way to a greater degree of success in the future. In cases where near zero relationships were found and where the studies were adequate enough to be accepted as conclusive, they have eliminated some possibilities that scarcely need be explored further. They have exposed inadequacies of the criteria commonly used as measures of success: teachers' marks on one or two semesters of the course in which success was being predicted; theory tests in shorthand, usually subjective and without known reliability; and speed tests in typewriting.

That these are not adequate measures of success has become quite clear to research workers, but true criteria of success are yet to be found or, at least, agreed upon. Teachers' marks, though not reliable measures, may appear to be reasonable, because they are the chief basis upon which school success depends. But one can hardly expect potential ability, if it should be measured accurately, to be closely related to teachers' marks that too often take into consideration many other things besides achievement.

Perhaps the greatest weakness of most of the studies in this field, however, is that the measures of success have been taken after too short a period of study—sometimes less than a semester and rarely longer than one full year. Another weakness is that the predictive measures have often been applied after the students began the study of the course—sometimes even concurrently with the measure of success. What is to be gained if we should succeed in predicting results for six weeks or so in a course that takes two years to learn, or why should we predict after the event is over?

Most of the predictive studies in business education have been made for graduate degree requirements, in which time and financial limitations prevent a study of adequate length. The need is for more extended researches that gather the predictive measures before the skill subjects are studied and carry the students through the completion of their business courses and on into employment.

## *Measuring Specific Aptitudes*

Greatly renewed interest in the problem has been evidenced during the past four or five years, if the literature on the subject is any basis for judgment. From a vigorous start in the 1920's when psychologists turned their major attention from the measurement of general intelligence to the problem of measuring specific aptitudes, some such work has been going on in business education, though little progress was made during the 1930's.

Through the work of both experimental psychologists and educators, the realization has come that the problem is far more complicated than at first it appeared. Evidence is that both groups will continue working on special aptitudes, though the prediction of success in learning the stenographic skills seems to be almost entirely in the hands of business educators.

The possibilities of success criteria have by no means been exhausted. Determining and using these are undoubtedly the next steps in the work, for how can we hope to predict if we

cannot recognize or measure success when it arrives?

### *Evaluation of Prognostic Tests*

The predictive measures that we now have available can be judged only in the light of the success measures that have been used to validate them. No two tests in the field have been validated against the same criterion, and consequently their validities cannot be compared.

So far as the criteria used on these instruments are of value, the tests yield as high predictions as are generally found for comparable measures used in other fields of study. Even "general intelligence" tests, which are now widely accepted for guidance purposes, show no better record. Although it has long been recognized that they do not isolate and measure innate mental capacity, but are really measures of scholastic aptitude; they yield coefficients of correlation with marks in the various school subjects that range in general between .40 and .60, and cluster around .48. That school marks are faulty measures of achievement is a point of issue in this case also.

Aptitude tests cannot be judged by appearance. Users of such tests should have some knowledge of the nature of special aptitudes and the elusiveness of their measurement. Tasks that look similar may not require the same ability and may not even be closely related in the requisite ability to perform them. Thus we cannot tell from examining the contents of an aptitude test what it measures with anything like the same precision that we can by examining an achievement test. Surprising and disconcerting results have come to some who have constructed aptitude tests.

For example, the Minnesota Vocational Test for Clerical Workers, which measures speed and accuracy of checking numbers and names, has been shown to have a closer relationship to progress of toolmaker apprentices than the McQuarrie Test for Mechanical Ability. Likewise, the Hoke Prognostic Test of Stenographic Ability has shown a higher correlation with marks in English and algebra than the Terman Group Test of Mental Ability, and higher than with marks in shorthand.

Before making a decision to use a prognostic test, the teacher or guidance worker should be aware not only of the limitations of the test itself, that is, exactly what it is intended to predict and how well it has been proved to

make such predictions, but also the dangers involved in the interpretation of test results.

No test should be used as the single factor in determining whether a student should be advised to take a business subject—or any other subject in the curriculum. The results of a test should be teamed with other indicators of success. Before reviewing available prognostic tests, therefore, a few comments will be made on other attempts to predict success in shorthand and typewriting. A complete review of research in the field is obviously impossible in this space.

### *Other Attempts at Prediction*

I.Q.'s have been shown to have little relation to typing success when judged by speed tests and manipulative processes, but the relationship becomes significant when the measure of achievement involves ability to arrange and produce usable work. For shorthand, the highest correlation reported is with the Terman Group Test of Mental Ability, which gave coefficients of .40 and .50 with different criteria. Many of the relationships found were lower, but it does appear that I.Q.'s are as closely related to shorthand as to the majority of academic subjects.

A number of correlations with school marks in other subjects have been determined. Modern foreign language is the best predictor of shorthand with a correlation coefficient of .76. Junior high school English and high school English grammar courses have yielded coefficients in the low .70's.

Tryout courses are coming in for renewed attention. Whatever the value of "exploratory" courses in which students learn about occupational requirements and opportunities and about their own interests and abilities, there seems to be no scientific evidence of the value of tryout courses in the skill subjects.

If large numbers of students pass first-year shorthand only to fail in the advanced course (and this happens frequently), a trial of three, six, or eight weeks, during which the coordination of skills needed in production work is not tried, can hardly be expected to predict the successful completion of the course.

In typewriting the same thing is true, but to a lesser degree. Correlations around .65 have been found between first- and second-year typing. Due to the numerous changes in rank among students during the first year, the rela-

tionship between a short tryout and success at the end doubtless would be much lower. However, the increasing recognition of the personal-use value of typing skills prevents a year, a semester, or even a shorter period of type-writing instruction from being a complete waste of student time and effort.

Combinations of several factors hold the most promising possibilities for a sound basis for guidance. A combination peculiarly suited to each school situation should be worked with tentatively with at least one group of students to the completion of their business course before it can be used with confidence. If foreign language grades are not available, previous grades in English, especially grammar and composition, coupled with the best available prognostic test, are recommended as the simplest team. The I.Q. should be taken into consideration in a general way. A regression equation may be worked out, but common sense will go a long way toward making judgments with the help of these tools.

The most successful program yet reported was that worked out by Elvin S. Eyster when he was in Fort Wayne, Indiana. The data show that predictions were made on 617 pupils. Out of those who were predicted to be successes, only 2.4 per cent failed, and from those predicted to be failures, none passed. Of the group that was given a fifty-fifty chance, 49.2 per cent failed. The factors used in the predictions were mental rating, average English grades in high school, average of other grades, score on the Hoke Prognostic Test, and personal trait ratings made by teachers.

(To be continued)

### Dr. Wanous in "Time"

WE presume that most of our readers have read *Time's* description of SAM WANOUS's labor classes at U.C.L.A. (*Time*, January 22, page 70).

Business education is proud of the contribution Professor Wanous is making in his endeavor to bring about a better understanding between labor and capital on the Pacific Coast. Professor Wanous will teach at Northwestern University next summer.

ALWAYS do right; you will gratify some people and astonish the rest.—*Mark Twain*

## N.B.T.A. Round-Table and Departmental Chairmen

THE B.E.W. published a report of the December N.B.T.A. meeting in the February issue (page 298) and included the names of the new officers. At that time, the names of the chairmen elected to head departments and round tables were not available. This information is given below.

*Secondary Schools Department:* Bernard F. Baker, Board of Education, Chicago.

*College Department:* Leslie J. Whale, Wayne University, Detroit.

*Private Schools Department:* S. B. Traisman, Business Institute, Milwaukee.

*Administrators' Round Table:* W. S. Barnhart, vice-principal, Emmerich Manual Training High School, Indianapolis.

*Secretarial Round Table:* Elsie Garlow, High School, Blairsville, Pennsylvania.

*Social-Business Round Table:* Gladys Bahr, Withrow High School, Cincinnati.

*Bookkeeping and Accounting Round Table:* H. G. Enterline, Indiana University, Bloomington.

*Private School Instructors' Round Table:* W. M. Oates, Nettleton Commercial College, Sioux Falls, South Dakota.

*Distributive Education Round Table:* Lawrence Thomson, Business Education Division, State Board of Control for Vocational Education, Lansing, Michigan.

*Office Machines Round Table:* Bernice Hartmann, Oak Park and River Forest High School, Oak Park, Illinois.

## New Officers and Members of the A.A.C.C.

FOURTEEN new schools were added to the roster of the American Association of Commercial Colleges at its fifteenth annual convention held in December in Chicago. Also, four new chapters of Pi Rho Zeta, which is sponsored by the Association, were installed.

The convention was reported in the February B.E.W. (page 300). New officers for 1945 are:

*President,* C. I. Blackwood, Blackwood-Davis Business College, Oklahoma City. *First vice-president,* LaVelle T. Maze, Fond du Lac (Wisconsin) Commercial College. *Second vice-president,* Ernest W. Veigel, Jr., Rochester (New York) Business Institute. *Secretary-treasurer,* C. W. Woodward, College of Commerce, Burlington, Iowa.

TODAY and every working day of the year, seventeen more American workingmen have unnecessarily lost the sight of one or both eyes as the result of occupational hazards, according to the National Safety Council.



## Mary Esther Carrington (1878-1944)

THE first public demonstrator to win fame as an exponent of accurate, high-speed touch typewriting, and a worker in this field for nearly all of her sixty-six years, MARY ESTHER CARRINGTON died December 14, 1944, and was buried in the Carrington vault at Huntington, Massachusetts, on December 16.

She was born in near-by Chester, Massachusetts. Business educators whose memories go back forty years, as well as the shorthand reporters of New York, will long cherish the memory of this gifted woman.

She was trained at the Childs Business College, Springfield, Massachusetts, by the late B. J. Griffin, the first school head to require all students to learn touch typewriting. He introduced this policy in 1889 or 1890. His method of blindfolding the students while others dictated to them is shown on page 395 in a reproduction of an illustration that appeared in the *Phonographic World*, June, 1898, and in a typing text he published.

Miss Carrington's business training was of the contemporary, well-rounded type, as witnessed by her employment by Mr. Griffin—at first as a bookkeeper, later as a teacher. She mastered several shorthand systems and taught all of them and typewriting extremely well, spending about twenty-five years in this one school. Her public exhibitions of fast, accurate typing were favorably reported in the *Boston Globe* in 1898, and her work is further mentioned in the *Phonographic World*.

Miss Mary Carrington taking dictation direct to the machine from William F. Smart in the U. S. District Court House, Wilmington, Delaware (1934).



In 1901, she was featured as an expert demonstrator of the Underwood Typewriter at the Pan-American Exposition, Buffalo, New York, and again later, in 1904, at the Louisiana Purchase Exposition, St. Louis, Missouri. During these years, she appeared many times in public demonstrations of expert typing.

Shortly after the turn of the century, Miss Carrington became the first typing expert to be a subject in laboratory studies of skill. Dr. William F. Book compared her performance with that of beginning typists whom he taught at Clark University, producing the widely quoted "Psychology of Skill" thesis on which he was given his doctorate. Many interesting observations of her ability will be found in that book.<sup>1</sup>

On November 3, 1905, she won the blindfold 60-minute typewriting contest (dictation direct to the machine) in Madison Square Garden, New York, with a record of 61 actual-count net words a minute, 5 words having been deducted for each error.

### Her Career as a Reporting Typist

She became a member of the National Shorthand Reporters Association in 1901, and about 1920 she was engaged by the well-known freelance shorthand reporter, William F. Smart, of New York City, as a reporting typist. Her work in helping to report great cases took her frequently into all of the eastern states and even to Canada. Mr. Smart recalls that in one long working day, in an important patent case in New Haven, Connecticut, she typed 256 pages, averaging 250 words a page. An average of 120 to 150 pages of this type is considered a good day's work. This particular work was done from the direct dictation of Mr. Smart and another well-known New York reporter, Louis Goldstein.

Her ability to transcribe notes taken in different shorthand systems often saved reporters the time required to dictate their notes. For many years she transcribed court notes taken in Gregg Shorthand by Martin Dupraw, Albert Schneider, and Charles L. Swem, as well as notes made by writers of other systems. Reporters considered themselves fortunate to be

(Continued on page 395)

<sup>1</sup> *The Psychology of Skill with Special Reference to Its Acquisition in Typewriting* (Second Edition). The Gregg Publishing Company, 1925.

# School News and Personal Items



ERNEST G. TOLAND, co-ordinator of secondary curriculum, Los Angeles County, California, is exerting welcome leadership in business education. It is indicative of a most healthy situation when men like Mr. Toland, who are working in the broad field of educational administration, also participate actively in specialized fields.

In the little over a year that he has been in southern California, Mr. Toland has organized two series of institute programs for teachers, and has co-operated actively with the California Business Educators Association—Los Angeles and Southern California sections—by personally arranging for teacher visitation to business offices.

Mr. Toland, who holds an M.S. degree in education from the University of Southern California, has been principal and superintendent of schools in several Kansas communities. He has taught a variety of subjects, among them: bookkeeping, typewriting, and consumer education.

During summer and vacation periods, Mr. Toland has traveled in eight countries in Europe and on this continent. He was employed by the International Harvester and the Sunflower Construction companies. In 1941, he was adjutant in the Agriculture Marketing Program for the AAA Conservation Program.

MISS LURA LYNN STRAUB has been appointed to the staff of the Division of Commerce of the University of Wyoming, Laramie, it was announced by E. DEANE HUNTON, chairman of the Division of Commerce. She is filling the vacancy created by the resignation of Miss ROSA COLEGROVE.

Miss Straub, who received her master's degree from Indiana University, has taught at Morris, Waseca, and Austin high schools in Minnesota. She has also been private secretary to the superintendent of Proviso Township High School, Maywood, Illinois, and head of the Stenographic Department of the Edison General Electric Appliance Company, of Chicago.

Prior to going to the University of Wyoming, Miss Straub was a member of the staff of the U. S. Naval Training School (Storekeepers') for WAVES at Indiana University.

H. H. GREEN (M.A. University of Iowa), has recently joined the sales staff of the Gregg Publishing Company and will represent that company in western Pennsylvania and West Virginia.

Mr. Green, whose home is in Pittsburgh, was honorably discharged from the Army in 1943. Since 1939 he has been assistant professor of commercial education at the University of Pittsburgh, where he has also been studying for his doctorate.

Before teaching at the University, Mr. Green was graduate assistant at the University of Iowa, and on the faculties of the North Division High School of Milwaukee and Eastern New Mexico Junior College. He has been a member of the editorial staff of the *Business Education Digest*, is an N.B.T.A. round-table speaker and officer, and active in the E.C.T.A. and Tri-State.

## ASSOCIATE PROFESSOR

JOHN E. WHITCRAFT, chairman of the Department of Business and Secretarial Studies at Alfred University, resigned February 1, to accept the post of associate education supervisor (business education) in the New York State Education Department, Albany. This is a new Civil Service position, and Mr. Whitcraft serves as associate supervisor under the direction of CLINTON A. REED, chief of the Bureau of Business Education.



Mr. Whitcraft, a graduate of Kansas State Teachers College, Emporia, came to Alfred University in the fall of 1939 as chairman of the new department then being installed in the college of liberal arts. He has served as elementary school principal, junior high principal, and commercial teacher for six years in Trumbull County, Ohio, and as commercial instructor in Ottawa, Kansas, and as instructor and vice-chairman of the department in Wyandotte High School, Kansas City, Kansas. He held a graduate fellowship while completing his M.S. degree at Kansas State Teachers College and has returned to teach there in the department of commerce during four different summer sessions.

He received the M.S. in Education from K.S.T.C., Emporia. He has also studied at Thiel College and the University of Pittsburgh.

During the past summer he completed the residence requirements for the Ed.D. degree in the Graduate School of Education, Harvard University.

He is a member of Kappa Delta Pi and Pi Omega Pi and at present is treasurer of the N.E.A. Department of Business Education and associate editor of the *National Business Education Quarterly*.

ROBERT FINCH, supervisor of business education for the Cincinnati Public Schools, has been appointed editor of the 1946 joint Yearbook of the National Business Teachers Association and the Eastern Commercial Teachers Association, it has been announced by ELVIN S. EYSTER of the School of Business, Indiana University, Bloomington, chairman of the Committee of Joint Publications for the two groups.



PAUL STARBUCK, head of the Commercial Department of the Wyandotte (Kansas) High School, and prominent in the business education activities of the state education association, joined the sales staff of the Gregg Publishing Company in December. He is representing the company in Kansas and Missouri where he has many friends among business teachers and school administrators.

Mr. Starbuck received his M.A. in Commerce from the University of Iowa. He is a member of Pi Omega Pi, state director for Kansas of the N.E.A. Department of Business Education, former secretary of the Eastern Kansas Business Teachers Association, and twice a member of Kansas State Advisory Textbook Committee.

MATTHEW LYNAUGH's business law pupils at White Plains (New York) High School, deviated from routine matters last spring to visit the county penitentiary—and they are still receiving fan mail on their nation-wide teen-age report on juvenile delinquency.

A year ago, following the field trip, the class began assembling hundreds of news clippings and sending letters to each of the forty-eight state governors, in search of factual information on juvenile delinquency.

This research has attracted the highly favorable attention of educators, sociologists, religious and civic leaders, and the general public throughout the nation. Recently the *New York Journal*

*American* published on its editorial page a series of three articles describing and commending the study.

Responses to Mr. Lynaugh's class indicated that there had been a noticeable increase in juvenile delinquency during 1943, as compared to 1942. Broken homes brought about by the war, were the foremost causes. It was determined from the study that the individual communities should handle the problem.

DR. GERTRUDE FORRESTER, former head of the Commercial Department and placement and guidance director of West Bend, Wisconsin schools, is now director of guidance for the public school system of Ridgefield Park, New Jersey. She is also instructing in the department of occupational adjustment and vocational guidance at Columbia University. Dr. Forrester is a nationally recognized authority on guidance.

### Pi Omega Pi Biennial Meeting

DURING the N.B.T.A. Convention in Chicago the latter part of December, Pi Omega Pi held its ninth biennial meeting. DR. LLOYD V. DOUGLAS, president of the fraternity, was chairman of the meeting, which was attended by a hundred members from twenty-eight chapters. The following officers were elected for the ensuing year:

*President:* Ruth L. Roberts, State Teachers College, Kirksville, Missouri. *Vice-president:* Raymond R. White, University of Oklahoma, Norman. *Secretary:* Mary Ferro, University of Montana, Missoula. *Treasurer:* George A. Wagoner, Indiana University, Bloomington. *Organizer:* Dr. Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls. *Historian:* Freda Bruns, Iowa State College, Ames.

Miss Roberts, the incoming president, has been national historian and national organizer of Pi Omega Pi. She has her master's degree from the University of Iowa and has completed additional graduate work at the University of Southern California. She has had several years of executive experience in the School Sales Department of the A. B. Dick Company, in New York City.



Two and two continue to make four, in spite of the whine of the amateur for three, or the cry of the critic for five.—*Whistler*



# Establishing a Placement Office

EDITH J. TUCHMAN

LET'S assume you are the average, wide-awake teacher of business education in the typical school system of a medium-sized urban community. You have become acutely aware of the schools' obligation not only to develop students who are fully equipped to become useful, happy citizens, but also to fulfill the promise of that training by helping them to find the job for which they are best suited.

So you turn for further enlightenment to the excellent and voluminous literature that has been written on the subject. You read that placement is only one phase, although a most vital one, of the great cycle of guidance. It should be preceded by general and vocational guidance and training; and supplemented by periodical follow-up studies, occupational surveys, and job analyses.

The organization of the ideal placement office, with its intricate interrelationship of teacher, guidance counselor, placement counselor, co-ordinator, and supervisor, each having highly specialized functions, is quite beyond the average teacher's scope. Our average, all-American teacher has had a glimpse of Utopia in his reading, but he heaves a sigh of disappointment as he closes his book and decides to stick to his last—teaching.

In an urban community, the average teacher has neither the power, nor the time, nor the funds with which to develop such an elaborate program. It may be some years before the supervisory, administrative, and financial powers that be, or the community at large, realizes the need for such a setup, and provides the necessary personnel and facilities. Can anything be done meanwhile to guide our young people through the difficult period of beginning business life?

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EDITH J. TUCHMAN (M.A., New York University) teacher and placement officer for West Side High School, Newark, New Jersey, has had secretarial and retailing experience. She has written for the E.C.T.A. Yearbook and is editor of *Alpha News Letter*, Alpha Chapter of Delta Pi Epsilon.

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The program described here was developed by some commercial teachers at West Side High School, Newark, New Jersey, who decided to organize a placement service despite the lack of special provision of either time, personnel, or funds for the purpose.

The Placement Office of the West Side High School was created in 1940, when the first class of graduating commercial students presented a clear-cut challenge to the faculty to prove the worth of the general and vocational preparation of the student body, by helping them to find satisfactory employment. A vacant desk, a telephone, and \$15 for supplies were all we had.

Necessary forms were developed and stencil-duplicated by the secretarial classes of the department. Students were trained as clerical assistants, to answer the telephone, and take care of callers while the placement officer was engaged in his regular teaching duties.

From the beginning, the office has served not only seniors of the whole school, but drop-outs, undergraduates interested in part-time work, and former graduates desiring replacement. The school administration has been assisted in collecting data on employment and follow up, and the community has been brought into closer contact with the school, as local businessmen and public employment agencies have become familiar with our office and our students.

The last three years have seen changes in the organization and records of the Office, which we hope are indicative of growth and



referrals, results, and comments of the follow-up.

5. The undergraduate who has been placed on the job by the school's efforts (or who, having by his own efforts obtained employment, must have his working papers signed) must have the approval of each of his teachers on the Scholarship Sheet. This notifies the teacher that the student is working—under the provision that he will not allow his school studies to suffer as a result. It is then the instructor's responsibility to notify the Office when, in his opinion, this outside activity is the cause of academic failure. Conference with the student, the teacher, or the employer has frequently brought about a satisfactory adjustment.

West Side High School  
Placement Bureau

SURVEY OF PART-TIME EMPLOYMENT

(To be filled in by all students who are working outside of school..)

Name (Print) last \_\_\_\_\_ first \_\_\_\_\_

Address \_\_\_\_\_ Tel. \_\_\_\_\_

Room \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Color \_\_\_\_\_ Sex \_\_\_\_\_

Name of Employer (Print) \_\_\_\_\_

Address of Employer \_\_\_\_\_

Kind of work you do \_\_\_\_\_

No. of hours you work each week \_\_\_\_\_

Salary per week \_\_\_\_\_

How long have you been doing part-time work? \_\_\_\_\_

Did you get your job through W. S. Placement Bureau? \_\_\_\_\_

For undergraduates working and going to school.

6. The Survey of Part-Time Employment calls for personal data, name and address of employer, kind of work performed, hours of work, salary. We have thus been able to judge the effect of part-time employment on academic and extracurricular activities, have occasionally learned of cases of exploitation and have taken steps to bring about redress of such abuses.

7. The Employer's Record asks for the usual data concerning the job, as well as referral and follow-up data. These records have been the foundation of an extensive employer file.

8. The Follow-up of Graduates is a double postal card, sent out each fall, on which the graduate of the preceding January or June states what postsecondary school he may be attending, where he is working, and what type of work he does. This is a state-wide questionnaire, and although not as complete as it might be, it does show us the distribution of

our graduates in education and in industry. On the basis of the returns, we have been able

EMPLOYER'S RECORD

DATE

NAME OF COMPANY \_\_\_\_\_

ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_

KIND OF WORK \_\_\_\_\_

HOURS \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_ SALARY \_\_\_\_\_

OTHER REQUIREMENTS \_\_\_\_\_

NAME OF PERSON CALLING? \_\_\_\_\_ WHEN MAY STUDENT CALL? \_\_\_\_\_

DISPOSITION \_\_\_\_\_

This record is for the "employer file."

to contact students who may not be working and to refer them to appropriate job opportunities. (See the illustration below.)

How Contacts Are Made

When we first organized, local businessmen were notified of our service by leaflets that were distributed by our students. Personal letters were sent to a selected list of employers. Local public employment agencies have become our friends through mutual exchange of information and assistance. Personal visits and telephone contacts have been basic in publicizing our service. In the final analysis, the "satisfied customer" is our best advertisement, and one employer has recommended another to such an extent that we now find it difficult to fill any but the most desirable opportunities, due to lack of applicants.

(last name) (first name) (middle name)

Address .....

If attending school: School..... Course.....

If employed: Employer.....

Address .....

Kind of work you do.....

Jan. or June class.....

Date....., 19.....

(Return this card to the principal of your high school by return mail.)

Form 62-10

A follow-up postcard sent to graduates.

Since its inception, the Placement Office has received more than 2,500 different calls from employers requesting from one to an unlimited number of applicants for part-time and full-

time jobs. These opportunities run the alphabetical gamut from "assistant" to "usher." The most frequent request has been for office workers.

More than 3,000 students have been placed. Our follow-up of the classes of 1944 has shown only one individual who is neither employed nor engaged in advanced study. At present approximately 70 per cent of our students are working part time. Ninety-five per cent of our senior secretarial students are employed—90 per cent of them in clerical, typing, or stenographic jobs.

One of the reasons for the tremendous demand for our students is the fact that West Side is operating on a double session, thus making part of the school available for approximately three hours before school, and a greater number free for work by 1 P.M.

### ***95% Placed Before Graduation***

During the last two years, 95 per cent of our seniors have been placed months before graduation, and within a week after commencement, every graduate desiring employment has found his niche, for the time being at least. So busy have the placement workers been that they have had neither the time nor the need to further develop employer contacts through personal visits.

Needless to say, the placement personnel is well acquainted with labor regulations concerning minors. By refusing to accept job requests which, because of hours, conditions or type of work, would be detrimental to the school boy or girl; and by following up on illegal or injurious cases, we have been able to prevent much exploitation of our youth.

Problem cases of a personal nature have frequently been brought to the attention of the office by teachers, employers, or the students themselves. The student-employee who is underweight, needs glasses, suffers from halitosis, who cannot get along with others, or who has suddenly found himself face to face with racial or religious prejudice—all of these problems and many others as well have been dropped in the placement officer's lap. Each case is handled individually, and after consultation with the student, teacher, employer, school nurse, or other interested parties, we have often been able to bring about satisfactory adjustment. Incidentally, as a part of a democratic public school system, we refuse, as tact-

fully as possible, to accept any job requirements that are based on nationality, religion, or race.

Although none of us connected with the Placement Office feels that we are doing the ideal placement job, we believe that we have established a very solid foundation on which the complete structure of guidance and adjustment in employment can be built. We know that our part-time placement program has persuaded some able students to continue their studies who might otherwise leave school.

The business community has come into closer contact with the school, its students, personnel, and problems. The authority of the Office has kept down the number of youngsters who through ignorance or willfulness are employed without working papers, or at jobs the hours or conditions of which are against their own best interests. The assistance we have been able to give our graduates in finding satisfactory full-time employment has helped them in the task of adjustment to adult responsibilities.

As the usefulness of the Placement Office to the student body, to the faculty and administration of the school, and to the community at large is proved to each of these groups, I venture to predict that a full-time staff will be appointed with functions enlarged to include the keeping of complete cumulative records, a work-experience program, closer cooperation with business, more adequate follow-up, occupational surveys of the business community, analyses of jobs, and recommendations in regard to necessary curriculum adjustment as indicated by these activities.



"Mr. Gilroy says he's not interested in your product, but he'll be glad to take you, sight unseen!"



# Test on Disjoined Analogical Word Beginnings

ELLEN KRUGER

Mitchell (South Dakota) Business College

IN the sentences given below, answers are shown in *italics*. When you reproduce this test for your students, draw lines in the spaces where the answers are now, so that the students may insert the shorthand forms.

*Instructions to students:* Read each sentence and determine the correct shorthand character to be supplied in the space provided. Then write the shorthand character in the proper blank. The word beginning that you are to use is given at the top of each sentence group. After you have written the 100 shorthand outlines, transcribe them on the typewriter in three columns, numbering each word.

## AGGR

1. The committee *agreed* on all the points that were brought up at the meeting.
2. If it will be *agreeable* to you we shall begin work on the new bridge tomorrow.
3. They were not in *agreement* on several issues.

## ANT

4. We do not *anticipate* any immediate changes in our organization.
5. The woman is a collector of *antique* furniture.
6. I am looking forward with much *anticipation* to our next meeting.

## CENTR

7. The stenographer *centered* the letter neatly on the page.
8. Our office is *centrally* located.
9. It is necessary for one to *concentrate* when he is typing a speed test.

## CIRCU

10. I plan to *circulate* the paper in many parts of the country.
11. The *circulation* of our magazine is increasing from month to month.
12. Many *circular* letters were sent to prospects.

## CIRCUM

13. The man was convicted on *circumstantial* evidence.
14. Your problem will be to find the *circumference* of the circle.
15. Under ordinary *circumstances* our company would not make exceptions of that kind.

## CONSTR

16. The *construction* company has begun work on the new project.
17. I hope to receive some *constructive* criticism along that line.
18. When do you think the *reconstruction* work will begin in the stricken areas?

## CONTR

19. The disagreement at the factory has finally been brought under *control*.
20. Please sign both copies of the *contract* and return one to me.
21. The workers *contracted* to do the work in three months.
22. A great deal of *controversy* arose in regard to the matter.
23. An allowance for *contribution* (s) to charity was made on his income tax report.

## COUNTER

24. You will find many fine bargains when you see our *counter* display.
25. The early settlers *encountered* many difficulties.
26. I will *countermand* the order without further delay.

## DECL

27. The stockholders *declared* a dividend last month.
28. The *Declaration* of Independence was signed in the year 1776.
29. I was sorry I had to *decline* the invitation to the dinner party.

## DISTR

30. Many valuable papers were *destroyed* in the burning building.
31. The people in the flood stricken areas are in great *distress*.
32. The money was *distributed* evenly.

## DETR

33. I am leaving for the city of *Detroit* today.
34. I am afraid the goods will *deteriorate* if they are left standing for a long time.
35. The parade *detracted* my attention from my duties for a moment.

## ELECTR

36. The *electrician* will come tomorrow to do the wiring.
37. The house is wired for *electric* lights.
38. We are equipped to give you *electrical* floor-maintenance service.

### ENTER

39. The man *entered* the room at exactly two o'clock.
40. Miss Lee *entertained* her friends at dinner today.
41. The merchant has an *enterprising* business in this city.

### EXTR

42. I am quoting an *extract* that was taken from the March issue of the *News Magazine*.
43. The *exterior* of the building is very beautiful.
44. We will put out an *extra* edition of the paper today.

### GRAND

45. We hope you will be able to be present at the *grand* opening of our store on March 15.
46. I was impressed by the *grandeur* of the scene before my eyes.

### INCL

47. I am *inclined* to believe that the case will not be settled within the next ten days.
48. I *included* the necessary papers along with the letter I wrote you yesterday.
49. You may study pages 75 to 85, *inclusive*.

### INSTR

50. I am enclosing the *instruction* sheet that accompanies the correspondence course.
51. Mr. Drake, the *instructor* of the course, will be glad to answer any questions.
52. I received some *instructive* material along that line.

### INTEL

53. The child took an *intelligence* test last week.
54. He answered the questions on the examination *intelligently*.
55. The research work involved *intellectual* processes.

### INTER

56. Your letter *interests* (ed) me very much.
57. Are you *interested* in reading good books?
58. I like to read about conditions *internally* and abroad.
59. I should like to call at your office for an *interview* regarding the position.
60. The players returned to the stage after a short *intermission*.
61. The speaker continued without further *interruption*.

### INTR

62. Mr. Jones will *introduce* the speaker of the evening.
63. Are you interested in the special *introductory* offer we are making to our customers?
64. I hope I am not *intruding* on your good will.

### MAGN

65. I wonder if you realize the *magnitude* of the project.
66. If you will use the *magnifying* glass you will be able to see the objects more distinctly.
67. He is a scholar of *magnanimous* judgment.

### MULTI

68. I *multiplied* the numbers several times but cannot find the error.
69. We shall be glad to *multigraph* the letters for you.
70. A *multitude* of people surrounded the scene of the accident.

### PARA

71. Will you please read the second *paragraph* of the letter again?
72. The lines were drawn *parallel* to each other.
73. I will melt the *paraffin* and pour it on the jelly.

### POST

74. The *postage* on the letter was determined by the weight.
75. I will ask the *postal* authorities to trace the letter.
76. I will mail the letter at the *post office*.

### RECL

77. The old man was *reclining* on the sofa.
78. The people *reclaimed* the land that was taken away from them.
79. The government is starting a *reclamation* project because of the lack of rainfall in that section of the country.

### RESTR

80. The government placed a *restriction* on the sending of materials abroad.
81. Certain *restrictions* are placed on commodities in wartime.
82. The government *restrained* the power of the various committees on international relations.

### RETR

83. The enemy is in full *retreat* at the present time.
84. The bank *retracted* its promise to investigate the matter concerning the sight draft.
85. We plan to *retrench* the expenses in the Supplies Department, and cut waste to a minimum.

### SELF

86. It is a *self-evident* fact that the average citizen hopes for eternal peace.
87. Many schools have *self-government* and they have few problems in discipline.
88. A *self-starter* on an automobile is of great convenience to the driver.

### SHORT-SHIP

89. There is not a great *shortage* of food in the country at the present time.
90. *Shorthand* and typewriting are often spoken of as the "twin arts."

91. Many colleges plan to *shorten* their courses in order to fill the need for stenographers and typists.

#### SUPER-SUPR

92. The office work was under the excellent *super-vision* of Miss Jones.  
93. I consider the result of his research work a *superb* or *supreme* accomplishment.  
94. Mr. Smith is *superintendent* of the public school in our city.

#### SUSP-SUSCEP

95. The police *suspected* a rough looking man who was seen walking down the boulevard.  
96. The boy was *suspended* from school because of his poor behavior.  
97. The child seems to be *susceptible* to certain diseases.

#### TRANS

98. The baggage was *transferred* to another train when it reached Chicago.  
99. I will *transact* business in your city the first part of next week.  
100. We have completed the *transaction*, and the papers are here, ready to be signed.

## Study and Relax in the Shadow of the Rockies

In

## MILE-HIGH DENVER

Postwar competition will require increased training and efficiency of business teachers.

Graduate and Undergraduate Courses—B.S. in Commerce—M.S. in Commerce (thesis optional)—Visiting Instructors of National Reputation — Strong Resident Faculty — Metropolitan Advantages—11th Annual Business Education Forum—Programs Arranged for Two- Four- Five- Seven- or Ten-Week Periods.

Two Regular Terms:  
June 18 to July 20;  
July 23 to August 24

Interim Workshop in  
Vocational Education:  
May 21 to June 15



## California Teachers Learn About Business

**B**USINESS teachers in southern California are bringing their knowledge of office procedure up to date through a unique experiment being conducted jointly by the Los Angeles and the Southern California sections of the California Business Educators Association.

These teachers are being given an opportunity to visit business offices of their choice for the purpose of observing and evaluating various procedures within their fields of interest. They are assisted by supervisors from the offices of Dr. Vierling Kersey, Los Angeles City superintendent of schools, and Dr. C. C. Trillingham, Los Angeles County superintendent of schools.

This visitation project is designed to give business teachers an opportunity to learn at firsthand about new office methods, office trends, and office standards. It will enable the teachers to study the duties and methods of office workers and should help them gain an appreciation of the problems confronting office managers. This opportunity will aid them in evaluating the pre-employment training of office workers.

After the teachers participating in this project select the particular firm in which they wish to observe office procedure, arrangements are made for their visits with the office managers of the firms selected by supervisors from the offices of the city and county superintendents of schools.

So that maximum benefits will be derived from each visit, participants follow a carefully prepared plan of observation. These plans are discussed during a special previsitiation conference. Dr. Samuel Wanous of the University of California at Los Angeles is the conference leader.

Office managers in the southern California area have expressed their whole-hearted approval of this plan. Leaders of the Association who are directing the project believe it will not only be beneficial to the teachers taking part, but will prove helpful in establishing closer relations between businessmen and business educators in that section.

Members of the committee directing this project are: Frederick G. Fox, chairman; Miss Tillie Neft, president, Southern Section, C.B.E.A.; Miss Mary Carver, president, Los Angeles Section, C.B.E.A.; Dr. Jessie Graham, supervisor of business education, Los Angeles City Schools; E. G. Toland, secondary curriculum coordinator, Los Angeles County Schools; William Worthington, Inglewood High School; and Dr. Samuel Wanous, University of California at Los Angeles.—Frederick G. Fox, George Washington High School, Los Angeles

## Letter-Writing Contest

(Continued from page 365)

2. Send letters by first-class mail or express to: Business Letter Contest Editor, the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, New York.

3. No fewer than five letters may be submitted by any one teacher.

4. With your papers send a typed list, in duplicate, of the names of the students whose letters are submitted.

5. Remit 10 cents for each paper to cover in part the cost of examination and certification. The B.E.W. will award an attractive two-color Certificate of Achievement to each student who submits a satisfactory letter. (Make checks or money orders payable to the B.E.W.)

6. The B.E.W. will also award prizes as follows: first prize, \$5; second prize, \$3; and

ten prizes of 50 cents in War Savings Stamps. In case of a tie, duplicate prizes will be awarded.

7. Each letter submitted must have this information in the upper right-hand corner: Student's name in full, name and address of school, teacher's name in full.

8. All letters submitted become the property of the BUSINESS EDUCATION WORLD.

9. The judges will be Miss E. Lillian Hutchinson, Mrs. Claudia Garvey, and Miss Mary F. Reynolds.

10. CLOSING DATE of this contest is April 20, 1945. All letters must be postmarked not later than that date. Prizes will be mailed as soon as the judges have made their decisions. Certificates of Achievement will be awarded within a short time thereafter. Prize winners will be announced in a later issue of the B.E.W.



## National Clerical Ability Tests Resumed

DR. CECIL PUCKETT of the University of Denver, president of the National Council of Business Education, and WILLIAM H. HANSEN of Landers, Frary, and Clark, commissioner of Vocational Education for the National Office Management Association, make the joint announcement that the National Clerical Ability Tests will be given all over the United States in 1945.

Following the country-wide tests of 1942, many educators said they would not have time for the usual two- and three-hour tests, but urged that shorter ones be prepared for use during the war years.

In response to this request, the Joint Committee on Tests, representing the National Council of Business Education and the National Office Management Association, has prepared a shorter form for 1945.

Tests are being offered in filing, machine calculation, stenography, bookkeeping, and typing. No test requires more than thirty minutes.

Certificates will be given to all testees who do work of business office grade.

Each testee will, for \$1, get any one vocational test plus a test in general information and in fundamental knowledge. Corrective service is included; also certificates for testees who do acceptable work.

In some cities the school department pays the cost; in some the local NOMA pays; in others, the school runs a money-making affair; and in the others, each testee pays his own fee.

Anyone interested should plan on an N.C.A.T.

center during the week of March 26 to 31. A center may be conducted for one pupil only or any number of pupils. For further information write to H. E. Cowan, Dedham High School, Dedham, Massachusetts.

## Study in Contrast

IF one million of our service men and women should avail themselves of the opportunity offered by the G.I. Veteran's Training Program, and a maximum of \$500 were spent on each of them, the total expenditure for education would be—not the cost of the war for one month, not even the cost of the war for one week—but the cost of the war for two days!—*Brig. Gen. Frank T. Hines, Education for Veterans (radio broadcast)*

## Useful in Placement

EVERY soldier who leaves Camp Ross at the Los Angeles Port of Embarkation passes a full-length mirror, over which are words to this effect:

Are your shoes shined?

Is your tie straight, chin up?

Are you a soldier of whom the United States Army can be proud?

How about a full-length mirror for each salesmanship and office practice room, with appropriate printed questions?—*Postings*





# News from Washington

## Our Monthly Report from the Educational Front

WHILE military officials have expressed their views in many statements generally favoring military training, concrete expressions of opinions from most of top officials in the world of education have been lacking. Here are three:

George F. Zook, president, American Council on Education:

The American Council on Education, which comprises in its membership all the major organizations in the field of education, has taken the position that a universal military training program ought not to be adopted until there can be much more information about, and public discussion of, the implications of such a program.

To this end we have petitioned the President to consider the appointment of a national commission of representative leaders from industry, agriculture, labor, the church, education, and the Congress, to consider all pertinent matters relating to this exceedingly important proposal. Among them is the relationship of the proposed program to other aspects of national defense, to the educational system, and to the program of international peace through world organization.

Moreover it seems clear that there is no reason for haste. Present legislation provides ample protection until after the war when the men who are "over there" and who will doubtless have definite ideas on this subject may also have ample opportunity to express their opinion. As a result of widespread popular discussion, a much wiser and more lasting decision on this important matter can be secured.

Dr. Francis J. Brown, American Council on Education:

Is World War III so imminent that we must take action now; is the potential enemy so strong that a reserve force of 15,000,000 men who have been trained, 4,000,000 of them through combat service, will not provide protection during the period in which we can make an honest and sincere bid for permanent peace?

William G. Carr, Educational Policies Commission:

As for the inauguration of a Federal system of nonmilitary education, we must remember that under the Constitution the control of civilian education is the responsibility of the several states. The Federal Government will undoubtedly continue to grant substantial financial assistance to education in the states, and will probably increase the amounts of money involved. Doing this, however, is vastly different from establishing a Federal educational enterprise.

The benefits which are claimed for a national

system of nonmilitary service—outdoor life, valuable work experience, constructive discipline, and physical fitness—can be gained at least as well by local educational systems as by a Federal system. The education profession has ready postwar plans for a broad program of education for all American youth, including physical education, camps, and work experience. Let the Federal Government assist the states and localities to provide such a program through their local and state school systems. It will be far less expensive and far more in keeping with American policy to support and expand the educational institutions which we have than to create new ones under Federal control.

### Third Wartime Commencement Annual

For the fourth consecutive year the graduation season in America's schools will be observed with the nation at war. The *Third Wartime Commencement Manual*, prepared by the Division of Publications of the National Educational Association, is designed to help schools in the development of 1945 graduation programs.

This manual contains summaries of forty-seven programs put on by junior and senior high schools throughout the country in 1944; complete scripts of three programs; some suggested themes, and a list of references. Sixty-eight pages, fifty cents. Address the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

### Higher Education

January 1 brought the first issue of a new semimonthly publication of the U. S. Office of Education, *Higher Education*. It includes information about Federal activities relating to higher education, reports of statistical and other studies made by staff members of the Office, materials from colleges, universities, and educational organizations, and announcements of new publications related to higher education.

This publication is designed to form a medium of exchange between the Office of Education and higher education throughout the country. It is being sent to university and college presidents, deans of most schools, chairmen of postwar planning committees in colleges and universities, a limited number of other officials, and to college and university libraries.

# The March Transcription Tests

CLAUDIA GARVEY

## Transcription Test For the Junior Certificate

*Instructions: Dictate the addresses before starting to time the take. Spell out unusual names in the addresses. The letters are counted in 15-second dictation units of 20 words each. The word "infants'" as used in Letter No. 2 is sometimes written without an apostrophe. Students will not be penalized if the apostrophe is not used. You may so instruct your students before they begin transcription.*

*Letter No. 1: Mr. Albert Frank, 19 Post Road, Port Chester, New York. Letter No. 2: Mr. S. D. Thorpe, 3 Main Street, Hackensack, New Jersey.*

*(Dictate at 80 Words a Minute)*

*Letter No. 1. Dear Mr. Frank: We are unable at this time to consider your application for the handling of our / merchandise in your city.*

*Our products are handled on an exclusive agency basis, and we are represented / in your town by the Youth Center. They are giving us a satisfactory volume of business and we are / very much pleased with our relations with them. We are certain they feel the same way.*

*We believe there is little chance (1) that either the Youth Center or we will find it necessary or desirable to cancel our present contract. / Until such time, we cannot, of course, make different arrangements, but we shall be glad to keep your name on file / should the opportunity present itself. Cordially yours,*

*Letter No. 2. Dear Mr. Thorpe: Following his recent visit with / you, Mr. Jones advised us that you are carrying a line of infants' wear that retails at the same price range as (2) ours.*

*This would be in direct violation of our contract, which specifies that, while you are not restricted to / the sale of our line, you are not to carry another line at the same retail price level.*

*We are very much / disturbed over the report and are writing to ask whether it is en-*

*tirely accurate. Very truly yours, / (240 standard words, including addresses)*

## Transcription Test For the Senior Certificate

*Instructions: Dictate the addresses before starting to time the take. Spell out unusual names in the addresses. These letters are counted in 15-second dictation units of 20 words each. The words "infants'" and "children's'" as used in these letters are sometimes written without apostrophes. Students will not be penalized if the apostrophes are not used. You may so instruct your students before they begin transcription.*

*Letter No. 1: Mr. Otto Schmidt, 18 Broadway, Plainfield, New Jersey. Letter No. 2: Mr. Walter Lynch, Main and Concord, Burlington, Vermont. Letter No. 3: Mr. Arthur S. Miller, 2 Market Street, Bangor, Maine.*

*(Dictate at 100 Words a Minute)*

*Letter No. 1. Dear Mr. Schmidt: We are glad to have your letter asking for a dealer's agreement. For the past several years we have not been represented / in your locality and have had to refer inquiries for our products to dealers in nearby towns.*

*We have carefully maintained the / prospectus list developed by Jackson and Smith. As you no doubt already know, they conducted a department store at Main and Market Street and / carried our complete line of infants' and children's wear.*

*Please give the enclosed contract your careful attention. You will note that we agree to give (1) you the exclusive agency, providing you maintain a satisfactory volume of business. The figure has been set at \$15,000 / a year.*

*We are certain you will have no difficulty in meeting our terms. If you have any questions regarding the contract / or wish to discuss revision of any clauses, please write me personally. Cordially yours,*

*Letter No. 2. Dear Mr. Lynch: We are turning your / copy of our exclusive agency contract properly signed by our executives.*

The enclosed prospect list will enable you to build a (2) satisfactory volume of sales quickly. Circulars and printed letters announcing your appointment as our exclusive dealer are being / mailed to the entire list today.

We are sending you samples of circulars now available to our dealers without charge. If you are / planning a general mailing, you may be interested in including one of these.

We invite you to make full use of our advertising / and sales promotion services and shall be glad to have you write us if we can serve you at any time. Cordially yours,

Letter No. 3. Dear Mr. Miller: (3) We are sending you today posters and circulars for use in connection with the annual spring sale of our products. Complete instructions / for a special window arrangement are enclosed with this letter.

We are sending you also advertising copy to be run in your / local newspapers for the three days preceding the sale. Cordially yours, (400 standard words, including addresses)

### How to Participate In the Transcription Test Service

1. Names and addresses are to be dictated *before* the letters themselves are dictated and need not be read at any set speed. To eliminate error in the spelling of unusual names, the names and addresses may be written on the blackboard.

2. Dictate at the indicated speed the letters designated for the grade of certificate your students wish to earn (80 for the Junior; 100 for the Senior).

3. No preliminary reading of notes or help from any source is permitted before timing of transcript starts.

4. The maximum time allowed for the transcription of the Junior test is 24 minutes; for the Senior test, 27 minutes.

5. The above time limit includes all proof-reading and correction of errors and the use of the dictionary, which is permitted during transcription.

6. Each transcript must contain the student's name, complete school address, and teacher's name. The length of time required to transcribe all letters should appear on the first letter only.

7. No carbons or envelopes are required. The shorthand notes are *not* to be sent.

8. An entry form consisting of a typewritten list of participants, indicating both the dictation and transcription speeds, should be submitted with the transcripts.

9. To arrive at the transcription speed, divide the number of minutes required for the transcription into the total word count of the dictated material. For example: a Junior test of 240 words transcribed in

10 minutes gives a transcription record of 24 words a minute.

10. The fee for examining each pupil's transcripts for each certificate is 10 cents. Remittance in full must accompany each shipment of transcripts. Ask us about the easy way to send remittances through the use of B.E.W. stamps.

11. Transcripts are judged solely on a *mailable-letter* basis. Errors that make letters unmailable include: misspelling, untidy erasure, uncorrected typographical error, serious deviation in wording, and poor placement.

12. A Certificate of Achievement will be awarded each student whose transcripts meet an acceptable standard. Transcripts not considered eligible for certification will be marked and returned.

Send all transcripts by first-class mail or by express (they cannot be sent by parcel post) to: The B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

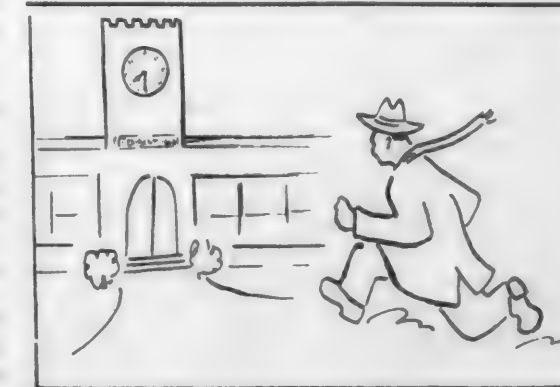
Oh, but that's different! GIL KAHN



Mr. Fidgethammer is very particular about promptness on the part of pupils

BUT

guess who always has to race to school to get there on time?



THE fact that silence is golden may explain why there is so little left of it.—The Villager

# March Bookkeeping Contest

MILTON BRIGGS

**H**ERE is the seventh problem in a new series of contests designed to stimulate interest in all bookkeeping classes. Solution of this contest problem will require not more than one or two class periods, and will provide a welcome change from textbook routine. The problem may be assigned for homework, or for extra credit.

An impartial board of examiners in New York City will grade all papers submitted in this contest, and a two-color Certificate of Achievement will be sent to each student who submits a satisfactory paper. The BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for the best student solution of this contest problem. All information necessary for participation in the contest is given here.

## *The Bookkeeping Contest Rules*

1. Have your students work one part of the bookkeeping problem that follows these rules. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The problem is so short, however, that it can be dictated or written on the blackboard.

2. Send all solutions by first-class mail or by express (they cannot be sent by parcel post) to the Department of Awards, the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, N. Y.

3. With your papers send a typed list in duplicate of the names of the students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate of Achievement, "B" for a Senior Certificate and "C" for a Superior Certificate. *Certificates must be earned in order.*

4. Remit 10 cents for each certificate desired. This fee covers in part the cost of examination, printing, and mailing. The B.E.W. will award an attractive two-color Certificate of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. These will be considered for the award

of prizes. (Teachers who do not wish to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.) No fewer than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted in each division; \$2 second prize; and prizes of 50 cents in War Savings Stamps for other outstanding papers. In case of ties, duplicate prizes will be awarded.

7. Each paper submitted must have these data in the upper right-hand corner: Student's name in full, name of school, address of school, teacher's name.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers not meeting certification standards will be returned with errors indicated.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is April 20, 1945. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize winners.

## NEXT MONTH

In next month's bookkeeping contest problem, students assume that they serve as desk clerk and bookkeeper at "Holiday Motel" during the summer vacation. The motel consists of a group of thirty cabins with a large central dining room and recreation hall located in the heart of a mountain vacationland. Students are called upon to journalize (choice of simple general journal form or a combined columnar journal), post, and prepare a trial balance. The April contest problem will be divided into three parts. Three different Certificates of Achievement will be awarded, one for each part of the problem solved. And there will be more cash prizes and War Savings Stamps for the students who submit superior solutions!



# HERE IS THE MARCH PROBLEM

## Dainty Maid Dress Shop

*Read the following introduction to your bookkeeping students:*

In this contest you are to assume that you are full-time bookkeeper for the Dainty Maid Dress Shop. Your employer is David Donaghy, owner and manager. It is your responsibility to keep all records for the shop up to date, complete and file all government reports promptly when due, and prepare financial statements at the end of each monthly fiscal period. Only a portion of this work will be required in this contest problem, however.

*Dictate the following information or have it duplicated or written on the blackboard:*

At the end of last month the General Ledger accounts for the Dainty Maid Dress Shop showed the following balances: Taxes \$386.76; Petty Cash \$75; Accounts Payable \$5,229.87; Rent Expense \$600; Sales \$21,139.29; Cash \$3,046.41; Advertising Expense \$102.45; Returned Purchases and Allowances \$38.88; Freight and Express on Purchases \$102.12; Store Furniture and Fixtures \$12,126; Reserve for Depreciation of Store Furniture and Fixtures \$1,212.60; Taxes Payable \$1,317.54; Accounts Receivable \$729.36; Pay Roll \$856.50; Merchandise Inventory \$20,230.50; Purchases \$8,138.12; Returned Sales and Allowances \$319.92; David Donaghy, Drawing \$1,037.21; Travel Expense \$56.92; David Donaghy, Capital \$16,000; Miscellaneous Selling Expense \$113.84; Lighting Expense \$230.03; Store Supplies (an asset) \$304.29; Notes Payable \$4,500; Discount on Purchases \$108.27; Prepaid Insurance \$840; Interest Expense \$50.28; Fuel Expense \$200.74.

### Instructions to Students

#### ASSIGNMENT A—For a Junior Certificate

On two-column journal paper, or on plain white paper properly ruled, prepare a Trial Balance. Arrange the accounts in correct order, according to classification (Assets, Liabilities, Proprietorship, Income, Cost, Expense). Use pen and ink.

#### ASSIGNMENT B—For a Senior Certificate

Prepare an eight-column or a ten-column work sheet. Other information to be considered, in addition to the trial balance figures: Merchandise inventory at the end of the month \$12,150.75; insurance expired \$60; interest expense accrued \$22.29; store supplies used \$129.60; taxes accrued \$100.29.

*For the information of teachers only, here in journal form are the adjusting entries required:*

Purchases	\$20,230.50	.....
Merchandise Inventory	.....	\$20,230.50
Merchandise Inventory	\$12,150.75	.....
Purchases	.....	\$12,150.75
Expired Insurance	\$60.00	.....
Prepaid Insurance	.....	\$60.00
Interest Expense	\$22.29	.....
Interest Payable	.....	\$22.29
Store Supplies Used	\$129.60	.....
Store Supplies	.....	\$129.60
Taxes	\$100.29	.....
Taxes Payable	.....	\$100.29

No other adjustments are to be made at this time.

The fiscal period is one month, and the business is a single proprietorship.

Use pencil or (preferably) pen and ink in preparing your solution for Part B.

#### ASSIGNMENT C—For a Superior Merit Certificate

Follow the instructions for Part B. Then prepare a profit and loss statement and a balance sheet in report form. Use either a typewriter or pen and ink for the financial statements. You may write on both sides of your paper.

### Prize Winners in the December Bookkeeping Contest

THE following students received cash prizes for their papers submitted in the B.E.W. Bookkeeping Contest for December. Names of teachers are in italics. Because of the large number of students who received honorable mention and because of the lack of space due to paper shortage, we are omitting the names of those who won honorable mention.

#### SUPERIOR DIVISION

**First Prize, \$3:** Hisako Sasaki, Canal High School, Rivers, Arizona. *Della Taylor.*

**Second Prize, \$2:** Bernardine Stump, St. Mary's Academy, Amarillo, Texas. *Sister M. Emilia.*

#### SENIOR DIVISION

**First Prize, \$3:** Rita Fortino, Mary Crapo School, Swartz Creek, Michigan. *Aline Lynch.*

**Second Prize, \$2:** Sue Commerford, Sacred Heart High School, Salina, Kansas. *Sister Vincent.*

#### JUNIOR DIVISION

**First Prize, \$3:** Muriel A. Leboeuf, St. Ann's School, Webster, Massachusetts. *Sister M. Leocadia.*

**Second Prize, \$2:** Carol Clouser, Senior High School, Bowling Green, Ohio. *V. W. Babb.*

### What Is the Law?



A bill for \$95 is paid in United States coins. May the collector refuse to accept payment wholly in coins?

No. A section of the Agricultural Adjustment Act of 1933 provides that "all coins and currencies of the United States shall be legal tender for all debts, public and private."—*R. Robert Rosenberg*

### To Bookkeeping Teachers:

Complete results of B.E.W.'s Eighth Annual International Bookkeeping Contest will be announced in the June issue. Special certificates of achievement will be mailed to all students who submitted satisfactory solutions for the contest problem. Prizes will be forwarded as soon as the judges have made their decisions. There is still time to enter the contest. Closing date March 20.

### State of Michigan High In Bookkeeping Contest

POPULARITY of the monthly B.E.W. bookkeeping contest is on the increase in the state of Michigan. In fact, the use of this service in Michigan in December was so great as to put that state in the lead with a comfortable margin over the next high participation state—Pennsylvania, which is in second place.

Illinois moved down to third place with Indiana close by and pushing out Iowa. Nebraska replaces Ohio in fifth place; Missouri maintains her position of sixth place.

The December problem was the first one in which students were qualified to earn a second Superior Achievement Certificate, having earned their Junior, Senior, and first Superior Certificates in the September, October, and November contests respectively.

Each problem affords the student an opportunity to test his knowledge of various phases of bookkeeping work. Each Superior Certificate the student adds to his collection indicates his ability to maintain a high degree of skill and accuracy during the entire bookkeeping course. To maintain student enthusiasm and a high achievement standard, many instructors are encouraging their students' continuous participation in this program.—*C. G.*

### To the Bookkeeping Editor:

No words can express my gratitude to you for these helpful and interesting tests. I can assure you that the teaching of bookkeeping has been during this first month a real pleasure, and this is all due to the fact that I used your test as an approach and incentive. The pupils were interested and enthusiastic about it, too.—*Sister Flavie de Jesus, Pensionnat N.-D. de Lourdes, Eastview, Ottawa, Ontario, Canada.*

YOUR B.E.W. bookkeeping test for September proved to be one of the highlights in the first month of instruction in our bookkeeping course.—*Charlene Jackson, Hawarden (Iowa) Public School.*

# The Lamp of Experience

HARRIET P. BANKER, Editor

OUR school is located in a farming region where migratory workers are employed. As a result, students enter my classes before the end of the first report-card period without having had typing before; also, all through the school year, students are transferred from other schools to our school.

In order to keep my classes together, I start the semester by dictating words until the keyboard is covered. At this point, most of the late entrants have enrolled, and I begin the typing text. The students who enrolled on time have sufficient skill so that the early exercises seem easy. These students work for speed, and the late entrants have time to cover the theory completely.

Beginners who enroll after the class has started the typing text must work individually, with the teacher's aid, until they catch up with the class. As my class is over the first difficulties when these very late students enter, I can spend sufficient time with the newcomers to enable them to catch up.

I keep copies of several typing texts on my desk; and, when a transferred student enters the class, I ask him to show me how far he has gone in the book he is using. I can then decide whether he is far enough advanced to work with the class or whether he should begin a few lessons back in order to cover all the theory that the rest of the class has had.—*Marjorie Griffith, Brawley (California) Union High School.*

## Dictation and Reading Back Speeds

The advanced shorthand class has been using the plan described here as a method of recording dictation by the teacher and reading back by the students on the assigned class-work.

The class is divided into two groups—the Army and the Navy. The honor of recording the results for each student's reading is awarded to the best student on each side.

A chart, which may be made on a large piece of manila paper, shows the daily record that has been transferred from the student record. Each student has eighteen spaces after his name, which gives him three attempts each week on three separate takes with speeds of 90, 100, and 120 words a minute. A small chart is used for recording the perfect "takes" at 100 words a minute.

Students are permitted to volunteer for reading back at whatever rate they feel that they can take the dictation. This feature gives both the slow student and the speedy student an opportunity. Only readings of 1 minute with 5 errors (or omissions) or less are recorded on the chart. The instructor is responsible for each student's having an equal number of readings to his credit, even though the readings are at different rates during the six weeks' period.

The average of each student's readings is used for a class-activity grade. Example: A student may read three times at 90, twice at 100, and once at 120, making a total of 590. This total divided by 6 will be the average. The average of errors is found in the same way.

The averages for each side add an element of competition to the taking of dictation. Errors are indicated by different colors in the squares following the student's name. A key to the significance of the colors is placed below the chart.

Separate records are kept for the "Army" and the "Navy."—*Mary A. Almeter, Technical High School, St. Cloud, Minnesota.*

## A "Military" Procedure

The military plan of marking typing speeds that I have been using in my classes has aroused exceptional interest and enthusiasm among the students.

The rules used in international typing contests are observed, and the students are graded from "buck private" to "general" according to their achievements under those rules—*Mrs. Huber S. Manifold, Pennington (New Jersey) School.*

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AN INTERESTING number drill, involving reaches from all parts of the keyboard, was used by the summer-session classes of Huntington Park High School, Los Angeles. In this drill numbers are spelled and followed by figures in this way: One 1, Two 2, Three 3, and so on.

# A Review in Business Law

R. ROBERT ROSENBERG

**R**EVIEWS and tests are instruments of instruction and, as such, justify their use only when they serve as teaching aids.

The test that follows is a brief review of the fundamentals of American business law. It may be used to measure learning that has taken place; to measure knowledge and skills acquired; to aid in the determination of stu-

dent promotion and failure; for diagnostic purposes, showing where corrective teaching is necessary; to stimulate student interest in the subject by showing progress and efficiency; and as a review of the subject matter studied.

The answers to each section of this review are shown in parentheses. Teachers are given permission to duplicate this review.

## SINGLE-ANSWER TEST

A single word or phrase will complete each of the following statements. Write the word or the phrase that will make the statement complete and correct.

1. The terms of a xxx contract cannot be altered in any way. (*written*)

2. If one of the parties to a contract is incompetent, the contract is said to be xxx at his option. (*voidable*)

3. An agreement in which the terms of the contract are expressed only in spoken words is a xxx contract. (*oral*)

4. The majority of contracts in business and in private life are xxx contracts. (*unwritten*)

5. A scroll, a wafer, a figure made with a pen, or the letters "L.S." may be used to denote a xxx. (*seal*)

6. Every contract results from a xxx. (*agreement*)

7. An agreement made in a spirit of fun or to keep a social appointment never results in a xxx. (*contract*)

8. A xxx is an agreement between competent parties to do or not to do, for a legal consideration, a particular act that is possible and is not contrary to law. (*contract*)

9. The wrongful use of power, to his personal advantage, by one person over the actions of another to whom he bears a special relationship is referred to as the exercise of xxx. (*undue influence*)

10. An intentional misrepresentation of a material fact, made for the purpose of inducing another person to enter into an agreement, and succeeding in so doing to his damage, constitutes xxx. (*fraud*)

11. A fraudulent contract is voidable at the option of xxx. (*the injured party*)

12. A person guilty of fraud may be criminally liable for the tort of xxx. (*deceit*)

13. Forcing a person to do something that he does not want to do by threatening him with physical violence constitutes xxx. (*duress*)

14. A contract resulting from an agreement made in jest is xxx. (*void*)

15. If a mistake is made in a contract and the mistake was due to the carelessness of either party, the contract is xxx. (*valid*)

16. A contract in which one of the parties made a mistake of law is xxx. (*valid*)

17. When duress is present in a contract, the contract is xxx. (*voidable*)

18. When the terms of an agreement are fully carried out as to the time specified, the place, and the conditions, the contract is said to be discharged by xxx. (*performance*)

19. If nothing is said in a contract as to the medium of payment, payment by xxx is implied. (*money*)

20. If a third party's check is accepted by a creditor in payment of a bill and the check subsequently proves worthless, the xxx is the loser. (*creditor*)

21. If, at the time an agreement is made, it is evident that it cannot be carried out, the agreement is xxx. (*void*)

22. An announcement by a party to a contract that he does not intend to go through with it may be considered by the other party as a xxx. (*breach*)

23. A party guilty of a breach of contract may be sued by the injured party in a court of law for xxx. (*money damages*)

24. A contract sometimes provides that, if the contract is breached, a fixed amount shall be paid the injured party. The amount of damages so fixed in advance is called xxx damages. (*liquidated*)

25. When no actual damages have been suffered in case of breach of contract, the court will sometimes award xxx damages. (*nominal*)

26. A court order restraining a party from doing a certain act is called a xxx. (*injunction*)

27. A statute regulating the time within which an action or a suit at law may be instituted is called xxx. (*Statute of Limitations*)

28. Drafts are also called xxx. (*bills of exchange*)

29. The party to whom a negotiable instrument is payable is called the xxx. (*payee*)

30. Instruments of credit made payable to "Bearer" or to "Cash" may be negotiated by xxx. (*delivery*)

31. A note is negotiable if it is payable either in money or in commodities at the election of the xxx. (*holder*)

32. In case the amount of money to be paid on a negotiable instrument is stated differently in the



figures and in the words, the amount expressed in xxx controls. (*words*)

33. If a note is made out to a fictitious person, and this fact is known to the maker, the note will be considered payable to xxx. (*bearer*)

34. When an instrument has been made payable to the order of a person named in the instrument, it may be negotiated by xxx. (*indorsement and delivery*)

35. Only when the principal debtor is in default does a xxx become liable on his contract. (*guarantor*)

36. A xxx is equally liable with the principal debtor on the original contract. (*surety*)

37. The person who owes the obligation under a contract of guaranty is known as the xxx. (*principal debtor*)

38. The relation of suretyship involves xxx parties. (*three*)

39. There are two parties to a contract of indemnity—the creditor and the xxx. (*guarantor*)

40. A contract of guaranty or of suretyship is enforceable only if xxx is present. (*consideration*)

41. A partner who is active in the management

of the business and who shares in losses and gains is known as a xxx. (*general partner*)

42. A partner whose membership in the firm is known but who is not active is known as a xxx. (*silent partner*)

43. The agreement resulting in a partnership is usually in writing and is known as the xxx. (*articles of copartnership*)

44. When a partner withdraws from a firm, the partnership is xxx. (*dissolved*)

45. Any money that a partner advances to the business in addition to his investment is considered a xxx. (*loan*)

46. A partnership may be dissolved by court order when a partner becomes xxx. (*insane*)

47. A partnership agreement must be in writing if the partnership is to exist for a period of more than xxx. (*one year*)

48. Each partner is a xxx for the other partners within the scope of the partnership business. (*agent*)

49. The members of a partnership are xxx liable for the debts of the business. (*jointly*)

50. Unless otherwise provided in the partnership agreement, partners whose investments are not equal share profits xxx. (*equally*)

## MULTIPLE-CHOICE TEST

One of the lettered words or phrases in each of the following sentences correctly completes the statement. In the answer column, write the letter representing the expression that will make the statement correct.

1. A contract entered into on a weekday, to be performed on a legal holiday, is generally held to be (a) valid, (b) void, (c) voidable, (d) illegal. *Answer: (a)*

2. A contract entered into on a Sunday, to be performed on a weekday, is generally held to be (a) valid, (b) void, (c) voidable, (d) illegal. *Answer: (a)*

3. The rate of interest that may be charged for the use of money, as fixed by law in most states, is called (a) the contract rate, (b) the fixed rate, (c) the legal rate, (d) the minimum rate. *Answer: (c)*

4. Interest (a) at 6 per cent, (b) at the legal rate, (c) at a reasonable rate, (d) at the contract rate, is due on a debt from the date that the debt becomes due until the date that it is paid. *Answer: (b)*

5. Charging more than the maximum legal rate of interest that may be charged for the use of money is called (a) arson, (b) usury, (c) perjury, (d) fraud. *Answer: (b)*

6. A transaction involving the sale of shares of stock for future delivery is (a) illegal, (b) valid, (c) void, (d) a gambling contract. *Answer: (b)*

7. The registration of a trade-mark or a trade name gives its owner exclusive use of the mark or name for a period of (a) 17 years, (b) 20 years, (c) 25 years, (d) 28 years. *Answer: (b)*

8. The fee charged for a copyright certificate is (a) \$1, (b) \$2, (c) \$5, (d) \$25. *Answer: (d)*

9. The pictures and designs of painters are protected by (a) patent law, (b) contract law, (c)

civil law, (d) copyright law. *Answer: (d)*

10. A promise to do something that is illegal is (a) rarely, (b) never, (c) always, (d) often, a valid consideration. *Answer: (b)*

11. A promise of a gift cannot be enforced because of lack of (a) subject matter, (b) form, (c) consideration, (d) legality. *Answer: (c)*

12. The validity of an executed contract may be affected by (a) lack of consideration, (b) fraud, (c) inadequacy of consideration, (d) its form. *Answer: (b)*

13. A contract is (a) void, (b) valid, (c) voidable, (d) illegal, if the article that is being sold is destroyed before the sale is completed. *Answer: (a)*

14. A promise to support an old friend who is ill and without financial means is (a) always legally enforceable, (b) not legally enforceable, (c) often legally enforceable, (d) illegal. *Answer: (b)*

15. Contracts under seal requiring the payment of money are called (a) indentures, (b) specialties, (c) notes, (d) bonds. *Answer: (d)*

16. A promise in return for which nothing is given is known as (a) a moral, (b) a legal, (c) a gratuitous, (d) a void, promise. *Answer: (c)*

17. Courts (a) often, (b) never, (c) always, (d) rarely, enforce promises to donate money for charitable purposes. *Answer: (a)*

18. A promise by one of the parties to a contract, to pay the other party more than had been originally agreed upon between them for carrying out his uncompleted contract, is (a) enforceable, (b) not enforceable, (c) voidable, (d) illegal. *Answer: (b)*

19. An innocent purchaser, for value, of stolen goods receives (a) a good title, (b) no title, (c) a defective title, to the goods. *Answer: (b)*

20. One of the principles inherent in the law that holds that, as between two innocent parties,

the one who makes a fraud possible must bear the loss resulting from such a fraud, is known as (a) estoppel, (b) innocent misrepresentation, (c) mistake, (d) replevin. *Answer: (a)*

21. The document that a railroad or other common carrier issues when receiving goods for shipment, containing both a receipt for the goods and the contract of transportation, is known as (a) a bill of sale, (b) a bill of lading, (c) a warehouse receipt, (d) a chattel mortgage. *Answer: (b)*

22. The courts have ruled, whenever legally possible, that title to property has passed when (a) the property is delivered to the buyer, (b) the property is delivered to the common carrier for delivery to the buyer, (c) the buyer and the seller intended that the title should pass, (d) a bill of sale has been prepared. *Answer: (c)*

23. Title to specific goods sold in a deliverable condition passes (a) as soon as the contract is made, (b) when the goods are delivered to the buyer, (c) when the contract price is paid, (d) when the carrier receives the goods for delivery to the buyer. *Answer: (a)*

24. When a sale is made with privilege of return, title passes to the purchaser (a) on delivery, (b) when the contract price is paid, (c) when the articles have been kept by the purchaser beyond the time fixed. *Answer: (a)*

25. The contract of bailment must be in writing if the relationship of bailor and bailee is to last for (a) one month, (b) more than one year, (c) six months, (d) more than two years. *Answer: (b)*

26. Real property, as a piece of land or a house, (a) can be the subject of a bailment, (b) cannot be bartered, (c) cannot be transferred to another as a gift, (d) cannot be the subject of a bailment. *Answer: (d)*

27. A bailment for the sole benefit of the bailor is (a) a gratuitous bailment, (b) a mutual-benefit bailment, (c) a tortious bailment, (d) any contract of bailment. *Answer: (a)*

28. When personal property is left as security for the repayment of a loan, the property is considered (a) a gift, (b) a pledge, (c) a sale, (d) an exchange. *Answer: (b)*

29. If a man borrows his neighbor's automobile, the transaction is called (a) a pledge, (b) a mutual benefit bailment, (c) a bailment for the benefit of the bailee, (d) a bailment for the benefit of the bailor. *Answer: (c)*

30. A bailment is created by (a) the loan of a novel, (b) the deposit of money in a bank, (c) an exchange of a knife for a fountain pen, (d) the transfer of title, but not possession, of goods. *Answer: (a)*

31. To hold the drawer of a check and those who are conditionally liable, the check must be presented for payment to the bank on which it was drawn (a) on the day it was written, (b) within a reasonable time, (c) any time, (d) within a year. *Answer: (b)*

32. When a note does not stipulate the amount of interest but reads "with interest," the amount is (a) 6 per cent, (b) 8 per cent, (c) the legal rate of interest in the state in which the contract was made, (d) rate allowed by the court. *Answer: (c)*

33. When a forged check is cashed, the loss is borne by (a) the person who forged the check, (b) the bank, (c) the person whose name was forged, (d) the person who cashed the check. *Answer: (b)*

34. Traveler's checks may be purchased from banks and express companies in denominations as low as (a) \$1, (b) \$5, (c) \$10, (d) \$20. *Answer: (c)*

35. When a person has written or altered a check to the injury of another, he is guilty of (a) usury, (b) larceny, (c) libel, (d) forgery. *Answer: (d)*

36. The basis of credit is (a) checks, (b) money, (c) confidence, (d) law. *Answer: (c)*

37. A negotiable instrument, to be enforceable, must be (a) in writing, (b) indorsed, (c) under seal, (d) dated. *Answer: (a)*

38. A written order by one person on a second person to pay a definite sum of money to a third person is (a) a check, (b) a promissory note, (c) a contract, (d) a draft. *Answer: (d)*

39. Statistical tables containing information as to expectancy of life are known as (a) binders, (b) mortality tables, (c) insurance policies, (d) the standard short-rate scale. *Answer: (b)*

40. A fire insurance contract is binding as soon as (a) the agreement is completed, (b) the policy has been written, (c) the application is made, (d) a loss is incurred. *Answer: (a)*

41. For an insurance contract to be binding, it is necessary that the insured have (a) a driver's license, (b) an insurable interest, (c) financial responsibility, (d) warranties. *Answer: (b)*

42. When the insured dies, a life insurance company must pay the beneficiary if (a) the policy is a casualty insurance policy, (b) there was a false representation, (c) the company is a mutual one, (d) the policy is in force. *Answer: (d)*

43. Most fire insurance policies contain a clause called (a) an endowment clause, (b) a two-year clause, (c) a lightning clause, (d) a carelessness clause. *Answer: (c)*

44. Special provisions favoring either insured or insurer are known as (a) walkers, (b) riders, (c) character clauses, (d) dated phrases. *Answer: (b)*

45. Profits distributed among the stockholders are called (a) surplus, (b) capital, (c) dividends, (d) assets. *Answer: (c)*

46. A person appointed to represent another in some meeting or in a public body is known as (a) a proxy, (b) an agent, (c) a broker, (d) a stockholder. *Answer: (a)*

47. The most usual form of stock issued by a corporation is (a) treasury stock, (b) common stock, (c) preferred stock, (d) watered stock. *Answer: (b)*

48. The purpose for which a corporation is formed may be changed (a) by agreement of the officers, (b) by the consent of the stockholders, (c) by the permission of the state, (d) by the unanimous vote of the board of directors. *Answer: (c)*

49. The officers of a corporation are elected by (a) the stockholders, (b) the bondholders, (c) the employees, (d) the board of directors. *Answer: (d)*

50. Stock issued for insufficient value is referred to as (a) stock dividends, (b) bonus stock, (c) watered stock, (d) unissued stock. *Answer: (c)*

## Mary E. Carrington

(Continued from page 374)

able to obtain her services because of her reputation for speed, stamina, and neat, accurate work.

She worked with Mr. Smart for more than twenty-four years and had many friends among the great lawyers and court reporters with whom she was associated in Delaware and Connecticut.

This "blindfold method" of teaching touch typing was introduced by B. V. Griffin in his Springfield, Massachusetts, school. Miss Carrington taught in Mr. Griffin's school for about 25 years.



Reproduced from *Phonographic World*, June, 1898.

cut. She was always an inspiration to young typists.

As with most typists for reporters in the large cities, Miss Carrington always worked on a piece-rate basis of so much a page. Because of her great skill, her regular annual income ran into many thousands of dollars, comparing favorably with the income of many shorthand reporters, lawyers, and other professional and business executives.

During her later years, she found time to travel, and went to England five times. In 1936, she spoke on the subject of typewriting before a meeting at the Stratford-on-Avon Memorial Theater at which the mayor of Stratford presided.

I wish to thank Mr. Smart for greatly assisting me in gathering these data and for lending the photograph showing Miss Carrington at work.—*Harold H. Smith*

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VICTOR LEE DODSON, 65, owner and president of Wilkes-Barre (Pennsylvania) Business College, died January 27 at Port Richey, Florida.

Born on the Dodson Homestead in Huntington Township, Mr. Dodson left school at the age of 17 to work as an office clerk. However, he later enrolled as a student in the Wilkes-Barre Business College, graduating in 1907. A year later, he returned as a member of the faculty and in 1910 became owner of the school. He continued actively as the school's directing head until his death.

Mr. Dodson was active in Masonic organizations and the Rotary club.

Survivors include two sisters, Mrs. William Aston, with whom Mr. Dodson made his home in recent years, and Miss Bessie Dodson of Orangeville, Pennsylvania; and a brother, Clarence Dodson of Waterbury, Connecticut.

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CLAUDE CHARLES WARREN, for 20 years general manager of the Drake Secretarial Schools, died Sunday, January 28. The Drake Schools, with headquarters at 154 Nassau Street, New York City, are a chain of business schools operating throughout Greater New York. The president, Thomas G. O'Brien, is one of the best-loved business educators in America.

Mr. Warren, 54, was born in Buffalo and was on the advertising staff of the *New York Journal-American* before becoming associated with the Drake Schools. He is survived by his wife, Mrs. Alsa Warren; and two children, Mrs. Robert Wilson, and Everett Charles Warren. •

# On the Lookout

ARCHIBALD ALAN BOWLE

**40** We like to be ahead of the game whenever we can. Not yet in production, therefore, but on its way is a combination paper punch and reinforcer, invented by Harry J. Greene, Jr. The machine is about the size of an ordinary stapler, and it is expected to retail for a few dollars. The advantages claimed for it are neatness of the punched holes, reinforcement for strength, and the possibility of using lighter weight stock than is normally feasible. The reinforced holes may be punched close to the edge of the paper, permitting easier reading of bound documents.

**41** A new decimal-point indicator of much help in bookkeeping and accounting work as well as in many other mathematical fields is announced by Pickett & Eckel. Complete in a box with a coat-pocket carrying case, and manual, the indicator enables persons with a limited mathematical background (That includes me! And you?) to solve rapidly ordinary slide-rule problems in multiplication, division, square and cube root, trigonometry, and logarithms, and (a very important point) to determine exactly the placement of the decimal point in each problem with results up to 19 digits or 19 zeros.

**42** The Converto Zipper ring binder is again available, the Reuben Company, leather goods manufacturers, recently announced. The Converto case possesses double utility, for by

the turn of two permanent screws the rings may be quickly removed and the zipper notebook case becomes a portfolio. Well-known and accepted in prewar days, this popular item will again be welcomed, the manufacturers believe.

**43** Something new in performance is claimed for the new "Service" blackboard by the manufacturers, Service Products Company. Recently placed on the market, this new product is processed by applying an unusual writing finish to "Service" plastic fibre board, and will not peel, splinter, or warp. Each board has a 12-inch grooved trough for holding chalk and eraser. Two holes at the top, reinforced with metal eyelets, provide an easy method for hanging on the wall. This blackboard is available in four sizes—15 by 21 inches, 18 by 21 inches, 24 by 36 inches, and 36 by 48 inches.

**44** The new Premier cutting boards, made of hard rock warp-proof maple, scored in one-half inch squares, were recently introduced by Photo Materials Company. Scales are accurate and easy to read. The board has a removable, sliding square-edge guide that, the makers claim, can be set in a few moments and will not get out of adjustment. The bright steel knife, designed to hold its edge, is easily detached for sharpening. One of the outstanding features of the new board is the safety "non-drop" knife that remains open automatically, permitting the use of both hands in manipulating paper. All Premier cutting boards are actually one inch larger than specifications. They are available in five sizes—10", 12", 15", 18", and 24".

**45** The new Bainbridge Fibrcan, No. 2V, 15 inches high, with top diameter 11 inches; bottom, 10 inches, is strongly built in a popular office and classroom size. A waste basket that will stand a lot of beating, it can be bought in brown and olive green. Large Fibrcans for heavy duty work are available.

**46** The versatile record tray, V-28, made by Diebold, makes for effortless operation in faster filing, finding, sorting, and stuffing. The multiple separator construction prevents buckling or curling of the lightest tissue copy paper as readily as the heaviest weight index records. It easily accommodates ledger cards for all types of posting machines. The outstanding features of the V-28 posting tray have created a rapidly growing demand for it and several models are now available.

A. A. Bowle March, 1945  
The Business Education World  
270 Madison Avenue, New York 16, N. Y.

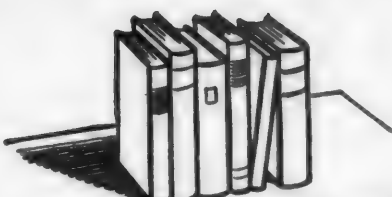
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Name .....

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# YOUR Professional Reading

JESSIE GRAHAM, Editor

## Post-War Problems in Business Education

*The National Business Education Quarterly*, Vernal H. Carmichael, Editor, XIII:1 (October, 1944). Sent to members of the Department of Business Education of the National Education Association.

At the request of B. Frank Kyker, chief of the Business Education Service, U. S. Office of Education, a Committee on Postwar Problems in Business Education was appointed by Dr. Cecil Puckett, past-president of the N.E.A. Department of Business Education. Members of the Committee are Vernal H. Carmichael (chairman), Elmore Petersen, Ralph R. Snyder, Blake Spencer, H. B. Allman, Jack A. Kaufman, William Moore, B. F. Williams, and Daniel Bloomfield. The committee is co-operating with similar committees from other business-education organizations. This issue of the *Quarterly* carries a report from each committee member on postwar plans for his area of business education.

The articles cover postwar plans for business education in schools of many types—business teacher-training, junior college, metropolitan schools, middle-sized and small schools, vocational and private business schools. Daniel Bloomfield, manager of the Retail Trade Board, Boston Chamber of Commerce, reports for business.

These articles include excellent suggestions for reconverting business education to postwar needs. The authors are interested in curriculum adjustments to meet the needs of returning veterans and plans for fitting returning veterans—both war and production veterans—into the schedule without waiting for a new semester to begin, and welcoming back to teaching faculty members who are on military leave. There is mention several times of the up-grading of business education, made necessary by postwar competition for jobs and by the requirement of greater knowledge and more complex skills on the part of business workers.

This does not mean that business education will disappear from the high school. On the contrary, an enlarged program of business background education is outlined. Mr. Bloomfield mentions the new stand-

ards of performance that will be required by people in business and urges us to intensify our work with businessmen in order to stir up their interest in the schools.

Postwar planning cannot be delayed until the problems are here. In the midst of war, we must be making our plans for reconversion. This issue of the *Quarterly* is a valuable guidebook for business education.

## Relationships between Commerce Programs and Education Programs in Business Teacher-Training in Colleges and Universities

Mary Margaret Brady, National Association of Business Teacher-Training Institutions. Stephen J. Turille, Editor, Madison College, Harrisonburg, Virginia. *Bulletin No. 34*, December, 1944, 62 pages, 50 cents.

As the department of business education is the most recent addition to many institutions, the responsibilities of the new department and the older business or economics departments are not clearly allocated. This study was made to discover the present status and to make recommendations for establishing or revising business teacher-training curriculums.

Miss Brady is a careful researcher and reporter. She defines each term concisely and presents a complete analysis of present business teacher-training programs.

She starts with an analysis and explanation of the over-all organization of a university, an independent college, and a teachers' college. The analysis reveals the complex nature of university organization in business teacher-training. Control of the program for the training of business teachers is centered in the school of business in four universities, in the school of education in thirteen and shared jointly in the two schools in eleven universities, and with the college of liberal arts in control in still another university.

The same conditions prevail relative to departments in which methods courses are given, skill and content courses are taught. Policies with respect to credit allowed for business courses vary from full credit to no credit at all, with several types of practices in between.

A report is made, also, on the duties of directors of business teacher training, the financial control of the program, formulation of entrance requirements and curricula, as well as other features of the program.

The final chapter of the monograph is a recommended plan for control of these factors. Recommendations are specific as to courses to be offered and departments in which they should be offered. For instance, it is recommended that typewriting, shorthand, office machines, office practice, and secretarial training be offered in the school of business and be open both to prospective teachers and to business trainees. It is suggested that a separate department be organized for the development of

methods courses in business education and that a director of business teacher-training be appointed. The recommendations are presented in chart form. The recommendations are the author's common-sense suggestions made after a study of the disorganized condition revealed by the research.

### **The Veteran Comes Back**

Willard Waller, Dryden Press, New York, 1944, 316 pages, \$2.75.

The veteran is coming back. At a section meeting of the American Vocational Association convention in December, 1944, it was discovered that the schools in one-third of the communities represented had veterans already enrolled.

Veterans will return by the millions within the next few years if our hopes are fulfilled. It will be the responsibility of all of us on the home front to help them readjust themselves to civilian life. There is not only the matter of providing education under Public Law 16 or 346 (the G.I. Bill of Rights), but there is also the duty of trying to understand his state of mind, of considering all the phases of life to which he must adjust.

The author of "The Veteran Comes Back" is a World War I veteran now teaching at Columbia University. He has had published two books: *War in the Twentieth Century*, and *War and the Family*. He looks upon veterans as our gravest social problem, worthy of research.

Everywhere in history there are veterans, many of them embittered and capable of making trouble. Mr. Waller tells us about the returned veterans of our Revolutionary and Civil wars and the German veterans of World War I as examples of what happens after war.

The author presents a complete study of the effect of war upon the man himself. When a civilian is made into a soldier, he must subordinate his will to that of the army, become alienated from the world he left behind, learn the deep meaning of comradeship, learn a new code of morals with courage as "all." And while these changes are going on in the soldier, other changes are taking place at home to complicate his problem when he returns.

There is a chapter on family relationships with special mention of war brides and postwar marriages, another on the veteran's returning to school, still another on the veteran as a political factor, and others—all dealing with the alien homeland to which he will return.

This section is followed by a review of what has been done in the past for veterans in the way of organizations, pensions, and relief. It is entitled, "Our Past Attempts—and Failures—to Help the Veteran." The final section is devoted to constructive suggestions.

We shall look closely at the suggestions made in the chapter on education. It is recommended that veterans be educated in regular and not in special schools—an idea with which we can readily agree as the veteran is to be adjusted to society, not isolated from it. The veteran himself should work out the program he wishes to follow, after having

opportunity to voice his disappointments and his ambitions. The educational program should strike a balance between discipline and freedom, vocational and general education. It is understandable that practical education will be the most popular with returned veterans eager to be ready for employment.

Mr. Waller provides a summary of all his recommendations, followed by a chapter on "Rehabilitation As an Art." He believes that this problem is so grave that research should be undertaken to establish a body of truths for the science of "veteranology."

### **Guide to the Evaluation of Educational Experiences in the Armed Services**

George P. Tuttle, Compiler, American Council on Education, 363 Administration Building, Urbana, Illinois. Looseleaf material sent to subscribers in sections as issued. \$2 a set.

George F. Zook, president of the American Council on Education, calls this *Guide* "the most valuable single contribution to assure fair treatment of returning veterans." It includes information concerning the training programs and the correspondence courses offered by our armed services with evaluation in terms of secondary school and college credit. It presents recommendations relative to credit for 166 service schools and courses in the armed services.

Future sections of the *Guide* will be concerned with the examinations used by the Armed Forces Institute and will give the list of examinations available. Information about other schools and courses will be furnished.

### **Outworn Business Idols**

W. H. Conant, Barron's, 140 pages, \$2.

This is a small book with a large mission. Anything as big and as old as business accumulates closets full of outmoded habits and hobbies. Even cold business treasures its antiques and heirlooms. But this author sorts out the authentic highboys from the junk settees.

The book is refreshing because it departs from the jargon-encrusted language of business analysts and talks in natural speech which brings little wear and tear to dictionaries, with nary a graph or tabulation. It is easy reading and the chapters seem too short.

No youthful reformer here assails the citadels of enterprise: rather a mature executive with good eyesight and a strong business accent tells the industrial world some homely truths about its long and short suits.

He is impatient with the frock coats and stuffed shirts of business practices but puts his finger unerringly on the mainsprings that make business tick. In the office, shop, or counting room he is for the common sense essentials that keep business running smoothly in high gear and against the folderol that impedes so much of commercial activity today.

That this writer knows his subject and can put

it down in readable fashion for quick absorption is pleasingly evident in every chapter. He has something for the business executive, for the student of business as it really is, and for those who strive to interpret it.—C. B.

### **American Business Education Digest**

E. C. T. A. and N. B. T. A., December, 1944. Sent to members of the two associations, who publish it jointly.

The feature article of this issue is a symposium on what the schools are doing now in the way of postwar planning. There are brief reports from several sections of the country, with plans that can be adopted in other schools.

Dr. A. O. Colvin presents a revision of the usually accepted statements of the objectives of business education. His list is based on a survey among 5,000 high school students—asking the customers just what are their objectives. He found that approximately one-third of the girls taking typewriting and shorthand in high school did not plan to seek work after graduation, but were taking these subjects as a hedge against future need. It would be enlightening to have this survey repeated in other parts of the country to find out if this objective is expressed by 30 per cent of other groups.

The other articles indicate present foci of interest in business education: distributive education; guidance, placement, and follow-up; co-operative business education; motivation in Navy training materials; functional penmanship. Dr. S. J. Wanous and the research editor, Dr. M. Herbert Freeman, contribute reports of the requirements of employers of beginning office workers and the ratings of commercial high-school graduates by office managers.

H. G. Enterline, the editor, and his board are justified in feeling pleased with their contributions to business education.

### **Basic Business Education for All**

Fourteenth Yearbook, 1943-1944, The Commercial Education Association of the City of New York and Vicinity, 276 pages, \$2. Orders may be placed through the New York University Bookstore, Washington Square East, New York 3.

Despite wartime difficulties, the business teachers of the metropolitan area of New York City, have issued the fourteenth annual yearbook, published by the Commercial Education Association and distributed to 1,400 supervisors and teachers.

Dr. I. David Satlow edited the book, assisted by Sidney Blitz, Mrs. Charlotte Deegan Chickering, George A. Coggan, Miss Alice Ottun, and Dr. M. David Potter.

Divided into four major parts, the book includes talks on the topic "Basic Business Education for All, with a View Toward Postwar Planning"; reports of the Curriculum Workshops in Business Education; materials and techniques developed by schools

for dealing with department organization and routines, improvement of teaching, and the testing program; a list of the ninety-one commercial teachers from the New York City area at present serving in the armed forces; and a message from Mrs. Helen M. McConnell, president of the Association for 1943-1944.—M. F. R.

### **Checks for Less Than \$1**

TO THE EDITOR OF THE B.E.W.:

The readers of the article, "Checks for Less Than One Dollar are Illegal," by Lloyd L. Jones, in the December, 1944, issue of the *BUSINESS EDUCATION WORLD*, might be interested in knowing how the story got started.

In one of my junior business classes, a student made the statement that he thought that it was against the law to write a check for less than one dollar. I replied that this was once the case, but it wasn't true any more. The student was dissatisfied with the answer so we began to search for the real answers. We finally obtained the help of a local lawyer and found the information to be the same as that quoted by Mr. Jones in the article.

When my students attempted to put me on the spot by asking what I was going to do about the matter, I suggested that they write to Mr. Jones and ask him why he put his name on a text which carried an illustration of a check for 75 cents. In the text, he also tells the student to follow the illustration in making out checks for less than a dollar.

Of course, we discovered that checks for less than one dollar are issued and received by business organizations, bankers, and Government agencies. However, I was curious to know how Mr. Jones might work his way out of this tight situation. I think that his reply is unique in the annals of business education!

"Miss Nelson, your question places me in a very curious position. As nearly as I can discover, there is nothing in the law that prohibits an individual from telling another how to write a check for less than one dollar; nor is there anything to prohibit the exhibition of an illustration of a check for less than one dollar. Thus, the statute does not apply to me—but it certainly looks as though I just missed being fugitive No. 1."

My classes have thoroughly enjoyed our correspondence with Mr. Jones and his write-up in your magazine. Community investigations by members of the class, plus a touch of humor now and then, help to stimulate the interest of students.

RUBY LEE NELSON

# Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

## Services to the Armed Forces

From "The Red Cross Courier"

CALLING ALL RED CROSS SERVICES! 1945 opens with the call echoing and re-echoing<sup>20</sup> around the world. More, not less, Red Cross is needed as military operations in our European and<sup>10</sup> Pacific wars crescendo to a high pitch. Ahead lies a period that will demand all the skills and strengths so<sup>90</sup> far acquired if Red Cross is to maintain unabated its services to the men and women in the Armed Forces,<sup>90</sup> not only to those in the combat areas, but to those in the possible armies of occupation.<sup>100</sup> At the same time, Red Cross is taking up the ever-increasing task of service to returning men and their<sup>130</sup> families.

What is the Red Cross score to date?

Adding it up, the story from 1917 to<sup>100</sup> 1945 is impressive.

The progress of Services to the Armed Forces alone, while it is only<sup>100</sup> one of seven major Red Cross services, is dramatic proof of the will of the American people to<sup>130</sup> back up their fighting men wherever they are.

In 1917, there were only 267<sup>200</sup> Red Cross Chapters to act as a medium between the folks at home and their fighting men of World War I.<sup>200</sup> Today eleven million men in the armed forces are backed by three thousand seven hundred fifty-seven Chapters,<sup>200</sup> representing millions of home folks. Through Services to the Armed Forces, the vital Military and Naval<sup>200</sup> Welfare Service-Home Service team, the men and women of the armed forces are seldom out of touch with Red Cross,<sup>200</sup> their one tie with civilian life.

Growth in Red Cross activity has kept pace with the rapidly increasing need<sup>200</sup> for the services it provides. In the last war, ambulances and hospitals were needed in France, and Red Cross<sup>200</sup> provided them. In World War II, medical, psychiatric, and recreation social workers were needed in<sup>200</sup> hundreds of military hospitals in two hemispheres, and Red Cross provided them. There are now nearly two<sup>200</sup> thousand hospital workers overseas, while thirty-five hundred are attached to military hospitals in<sup>200</sup> this country.

The Rolling Canteens of the last war have become the famous clubmobiles, cinemobiles, and trainmobiles<sup>200</sup> of today and Recreation Huts remembered by veterans of World War I have become clubs now<sup>200</sup> ranging<sup>200</sup> all the way from large hotels, frequently the only bed and board available to men on leave, to the small clubs<sup>200</sup> located on Army posts, at air strips, and at way-stations through which men must travel en route to combat areas.<sup>200</sup>

In 1917-1918, the men in Red Cross overseas outnumbered the women<sup>200</sup> by five hundred. In

1945, there are six thousand six hundred seventeen Red Cross workers<sup>200</sup> overseas, two-thirds of them women. Red Cross was definitely back of the lines in the first World War, but today<sup>200</sup> field directors land on beaches under fire and jump with parachute troops. In short, Red Cross is not only back of<sup>200</sup> the armed forces but at the side of the armed forces today.

Red Cross uniforms, too, have changed. The ankle-length skirts<sup>200</sup> and stiff-brimmed hats of 1917 have been relegated to the Smithsonian, and GI trousers<sup>200</sup> and shoes, as a practical war-zone uniform, have been adopted for those who must plow through seas of mud to<sup>200</sup> take recreation and welfare aid from tent to tent in some evacuation hospital or drive a clubmobile<sup>200</sup> cross-country, over almost impassable roads, to reach an outfit otherwise marooned from the rest of the<sup>200</sup> world.

With all these changes, there are many things that are still the same. There is still the same acute and sometimes desperate<sup>200</sup> shortage of supplies, and for the same reason as that of 1917—lack of shipping space. There<sup>200</sup> are temporary disruptions in communication between men and their families when even Red Cross<sup>200</sup> messages are prevented from reaching the men because telephone lines are down or because jeeps carrying the bags<sup>200</sup> of mail must wait for bombed-out bridges to be repaired. Often messages are delayed because the men and their Red<sup>200</sup> Cross field directors are prevented, for security reasons, from sending or receiving mail prior to a<sup>200</sup> large-scale military operation or because the man's unit may have moved forward so rapidly that the<sup>200</sup> messages must wait for reports to come into headquarters before the man's whereabouts is known. Such things do not<sup>200</sup> change from one war to another, but are one of the inevitables.

Services to the Armed Forces, as it<sup>200</sup> operates today, is not entirely a post-Pearl Harbor development in Red Cross. Established originally<sup>200</sup> as the War Council in 1917, it carried on through World War I, continuing through<sup>200</sup> the interval between the wars until 1941. The armed forces of the United States by<sup>200</sup> that time had grown from less than half a million to one and three-quarter million men, and Red Cross services to them<sup>200</sup> and to their families had increased one hundred thirty-seven per cent in one year to meet the new demand.<sup>200</sup> 1941 brought prospects of a staggering load ahead. In anticipation of war, all established services to our defense forces were therefore brought together as Services to the Armed Forces, made up<sup>200</sup> of two units, Military and Naval Welfare Service and Home Service.

By October, 1941,<sup>200</sup> Red Cross was called upon to expand its services to our armed forces outside the United States. Plans<sup>200</sup> were made then to extend

\*737 in number



welfare services in camps and hospitals to other points besides those at Guantanamo<sup>1000</sup> Bay, Trinidad, Hawaii, Canal Zone, Puerto Rico, and the Philippines, where Red Cross hospital workers<sup>1010</sup> and field directors were already carrying on Red Cross programs.

With official designation by the Army<sup>1000</sup> as the sole nonmilitary agency to provide welfare services on military posts overseas,<sup>1000</sup> responsibility was placed squarely on the shoulders of Red Cross. A training school for Red Cross workers was<sup>1100</sup> opened in Washington, and by June, 1942, over one thousand trainees had been enrolled.<sup>1120</sup>

Recreation equipment was already on its way to men at remote stations where no provision for their leisure<sup>1140</sup> time had been made. Assistant field directors with recreation training were appointed to work with Special<sup>1100</sup> Service officers on programs for the able-bodied.

By the end of 1942, four hundred<sup>1100</sup> twenty-three field directors and assistant field directors were stationed at oversea points. In addition, fifteen<sup>1200</sup> leave area clubs were established and placed in full operation.

With military hospitals being<sup>1220</sup> established on foreign soil, a request came from the War Department for a minimum Red Cross staff of one<sup>1240</sup> medical social worker, one recreation worker, and one clerical worker for each five-hundred-bed hospital<sup>1260</sup> on foreign soil. This was the first call for social workers to serve in theaters of military operation.<sup>1280</sup>

1942-1943 brought tremendous expansion of the recreation<sup>1300</sup> programs for the able-bodied. On-post clubs, aeroclubs, and rest homes for combat fliers were opened<sup>1320</sup> at the request of the military. More leave clubs to supply billets and meals, for which a small charge was made at<sup>1340</sup> the request of the Secretary of War, were opened as rapidly as possible in areas where<sup>1360</sup> facilities were limited or non-existent. Clubmobiles, with snacks, music, and reading material, and the<sup>1380</sup> cinemobile, with movies for forward areas, became one of the most popular of all Red Cross services.<sup>1400</sup>

The rôle of field directors attached to units of the armed forces increased in importance as the war progressed.<sup>1420</sup> There were three reasons for this: there were more men overseas; field director-Chapter collaboration had<sup>1440</sup> demonstrated the need for this tie with home; and there was a growing recognition that a man whose anxieties<sup>1460</sup> were relieved was a better soldier. Back of all this was the basic belief of the folks at home that unity<sup>1480</sup> of family life should be preserved as far as possible from the hazards of enforced separation and that<sup>1500</sup> Red Cross, as the link with the men overseas, was the logical agency to serve.

As a result, Home Service<sup>1520</sup> in Chapters handled thousands of requests to locate men overseas who had not been heard from for many months. Home<sup>1540</sup> Service workers helped thousands of servicemen's families with personal problems and through critical emergencies.<sup>1560</sup> reporting back to the man overseas what was being done, so that he would know that someone was on the job<sup>1580</sup> and that his family was being cared for as he would have cared for them had he been at home. Problems of<sup>1600</sup> allowances were straightened out, need for furloughs was verified, making it possible for men needed at home because<sup>1620</sup> of serious illness or death to complete furlough arrangements without undue delay.

Thousands of dollars in<sup>1640</sup> loans and grants were made for emergency transportation, for medical expenses, or to tide families over<sup>1660</sup> until allowance or allotment checks came through. Financial assistance given by Chapters to servicemen,<sup>1680</sup> ex-servicemen, and their families in a recent month totaled more than one million dollars.

With the return of<sup>1700</sup> disabled men from overseas, Red Cross service to veterans is being expanded. The veteran comes to<sup>1720</sup> Red Cross because he is in the habit of counting on Red Cross for the services he needs. It has been with him<sup>1740</sup> from the time he entered service, in posts and stations of the Army and Navy, in recreation clubs and in<sup>1760</sup> hospitals. He has learned to turn to Red Cross workers for help and guidance. Naturally, when he comes home, he turns<sup>1780</sup> again to Red Cross.

About half the pension claims filed by World War II veterans have been prepared by Red Cross workers<sup>1800</sup> in camps and hospitals. In one month, Red Cross workers in fifty-two regional offices of the Veterans<sup>1820</sup> Administration had approximately ninety-five thousand claims cases on their dockets.

THE RECORD of<sup>1840</sup> the American Red Cross is the record of the people of America. Its services are performed not<sup>1860</sup> solely through the financial contributions of all of us, but by the actual work of millions of Americans<sup>1880</sup> in its program.

More than six million volunteers carry on the activities of this organization<sup>1900</sup> throughout the United States. They produce millions of comfort kits, surgical dressings, and garments. They provide<sup>1920</sup> canteen service for disaster victims, for troops in transit and at induction centers. They give nutrition<sup>1940</sup> demonstrations in war factories. They drive thousands of miles a year, taking donors to blood banks, meeting ships bearing<sup>1960</sup> evacuees, operating hospital ambulances and mobile feeding units.

They work long hours in<sup>1980</sup> hospitals as Volunteer Nurse's Aides. They stand every day in assembly lines at American Red Cross packing<sup>2000</sup> centers preparing millions of food parcels to be shipped to our prisoners of war.

They work at blood donor<sup>2020</sup> centers collecting the thousands of pints of blood Americans are donating for our armed forces. They earn<sup>2040</sup> certificates for courses in Home Nursing which equip them to ward off epidemics and diseases and to care<sup>2060</sup> for minor illnesses at home without having to call on already overworked doctors and nurses of the<sup>2080</sup> community. They receive instruction in First Aid.

All this is the work of the American Red Cross—the work<sup>2100</sup> of the people of America who are the American Red Cross. We are familiar with that work at home.<sup>2120</sup> We know the large part the organization has played in helping victims of disasters such as flood, tornadoes,<sup>2140</sup> epidemics, and train wrecks. These activities necessarily continue in time of war, but they are<sup>2160</sup> overshadowed by the enormous program of the American Red Cross Services to the Armed Forces.

"BEFORE<sup>2180</sup> I went to Europe as a War Correspondent," says Paul Gallico, "the Red Cross was a large, vague agency which<sup>2200</sup> was always setting up its striking insignia as a target for enemy bombers and which held annoying<sup>2220</sup> collections at various intervals in the war.

"There I came to know the work of the Red Cross, to admire<sup>2240</sup> and love it. I have every intention of supporting it to the limit of my ability.

I<sup>2200</sup> have come into personal contact with the spirit of the Red Cross as well as the magnificent personnel<sup>2200</sup> abroad, and I know what it does for our kids.

"My mind is filled with pictures and memories. . . . The cold, wet, miserable<sup>2200</sup> morning I disembarked from a troop transport—and there on the pier were the Red Cross girls waiting with steaming hot<sup>2200</sup> coffee and doughnuts. . . . The square at Chartres two days after the fall of Paris, and the two huge Red Cross Clubmobiles that<sup>2200</sup> went whooping through, Paris-bound, manned by fresh-faced, lovely, excited Red Cross girls—and Paris still aflame with street fighting.<sup>2200</sup>

"And there was the quiet evening in the library of a Navy Red Cross club in a little fishing village<sup>2200</sup> in the West of England. Somewhere the Red Cross staff had dug up a record player and combed the village for<sup>2200</sup> classical recordings. And to a serious little group of some thirty sailors, officers, RAF pilots,<sup>2200</sup> WAAFS, WRENS, and soldiers, they brought the solace of the music of Dvorak and Brahms and Beethoven.

"But, mostly, I<sup>2200</sup> remember a Flak House up in Scotland somewhere, established by the Red Cross, to which the tired and jittery air<sup>2200</sup> crews were sent to rest and recover from flak nerves. The Red Cross had taken over a luxury hotel and kept<sup>2200</sup> its luxuries intact—fine beds, clean linen, showers, wonderful food, fishing, cycling, hiking, golf, reading, entertainment.<sup>2200</sup> The staff was there to see that the kids got anything and everything their hearts desired. And how they worked<sup>2200</sup>—morning, noon, and night, tirelessly. I can still feel and smell and remember the warmth of the snack-bar, with the coal<sup>2200</sup> fire burning cheerfully in the grate and the endless stream of toasted cheese and peanut-butter and jam sandwiches,<sup>2200</sup> with cups of hot tea or coffee, or cokes passing over the bar and into the maws of the ever-hungry fliers.<sup>2200</sup>

"Wherever the American soldier, sailor, Marine, or flier is fighting, the Red Cross is working for<sup>2200</sup> him. And I mean *working*." (2604)

## Shine Inside

From "The Friendly Adventurer"

WALKING down the street one rainy day I glanced into the window of a shoe-shining parlor and this sign met my<sup>22</sup> eyes: "Shine Inside." What a message there is in those two words! Blessed is he who, when the dark clouds of discouragement<sup>40</sup> and despair gather in his life, can keep the light of hope and faith shining in his heart! Such a one is King of his<sup>22</sup> Mental Kingdom—ruler of his thoughts. The storms of life cannot extinguish that inner light of courage and cheer. This<sup>22</sup> inner light illuminates his countenance, shines through his eyes, and casts the brilliant sunshine of happiness into<sup>100</sup> the lives of others.

The author of the following little poem, whose name I do not know, must be a master<sup>120</sup> of "inside shining":

When the sky is gloomy  
And the world is grey,  
When the rain is pouring,  
That's my singing day!

Courage<sup>100</sup> is not needed  
To sing when life is gay,  
But when troubles gather,  
Be that your singing day! (156)

## Care of the Wounded

From a report by the Office of War Information

ARMY—*Overseas*. Mechanized war of movement has its compensations, so far as the wounded are concerned. Despite the greater speed<sup>20</sup> and destructiveness of this war, battle casualties receive better and speedier treatment.

In the last war,<sup>40</sup> armies operated from trenches. A trench was fairly safe for a soldier as long as he was in it; it was<sup>200</sup> quite another thing when he went over the top, was shot, and had to wait until night for a litter-bearer to<sup>20</sup> venture into No-Man's-Land and bring him back. Many a wounded man died for lack of prompt first-aid treatment.

In this<sup>100</sup> war it is different. The wounded soldier doesn't have to wait until nightfall for first-aid treatment; he carries<sup>100</sup> it with him—some sulfa tablets and first-aid dressing. He is instructed to use these promptly when he is hit, if<sup>100</sup> he is able; otherwise, a comrade will help him. Right up in the front line with him are medical-aid soldiers,<sup>100</sup> enlisted men like himself who are trained in first-aid work.

Each tank contains a metal first-aid kit containing dressings<sup>100</sup> and morphine syrettes and the crew is trained to use them. The half-track personnel also carries a first-aid unit.<sup>200</sup>

The medical-aid soldier, who carries no gun as he goes into battle, but only a first-aid kit, gives<sup>200</sup> prompt treatment to the wounded soldier, including the injection of morphine to ease his pain. Litter-bearers, who<sup>200</sup> also move forward with combat troops, load the wounded man on a stretcher and carry him back to a Battalion<sup>200</sup> Aid-Station, which is usually a few hundred yards behind the line.

This station is merely a tent which moves<sup>200</sup> forward with the troops. Here the wounded man comes under the attention of medical officers—doctors. A doctor<sup>200</sup> examines the wound and checks the treatment administered by the medical-aid soldier; treats shock with plasma;<sup>200</sup> injects morphine to ease pain. In case of a fracture, he applies splints, or adjusts splints if already applied by<sup>200</sup> the medical-aid soldier.

As soon as the wounded man's condition permits, he is moved, by ambulance, jeep, or<sup>200</sup> even litter carrier, to a Collecting Station. This station is also mobile and is located as<sup>200</sup> far to the front as possible. Here the patient is classified as to casualty type—that is, head injury,<sup>100</sup> chest injury, etc.—and a complete record is made of the injury and the treatment received<sup>100</sup> so far.

The next stop is a Clearing Station, another mobile unit, where a mobile surgical unit is<sup>400</sup> usually available to care for desperate cases requiring immediate surgical attention.<sup>400</sup>

Up to this point, the patient has received any or all of the following treatments, depending on his wounds:<sup>100</sup> sulfa drugs to prevent or localize infection; morphine to stop pain; blood plasma for shock. The hemorrhage has<sup>100</sup> been stopped; dressings have been applied and reexamined; and splints have been applied.

By the time the Clearing Station has<sup>200</sup> been reached, a soldier with minor wounds has received all the treatment necessary and has been returned to action.<sup>200</sup> If his wounds are more serious, he is sent to an Evacuation Hospital.

An Evacuation<sup>200</sup> Hospital is located as close to

the front as the situation permits. This ranges from a few miles to as<sup>500</sup> far as 100 miles. The Evacuation Hospital is equipped with modern surgical supplies and<sup>600</sup> equipment. Its personnel includes medical officers who are specialists and surgeons, and Army nurses. Here<sup>700</sup> the patient's general condition is assessed, his wound is examined, X-ray studies are made, and operations<sup>800</sup> performed.

When the patient is in a condition to be moved, he is next sent to a General Hospital,<sup>900</sup> usually several hundred miles beyond the line, for further necessary surgery or for preparation<sup>1000</sup> for removal to a hospital in this country. If the patient's convalescence expectancy is<sup>1100</sup> relatively brief—a matter of weeks—he is kept in a convalescent center in the theater of<sup>1200</sup> operations. If his convalescence expectancy is a matter of months, he is returned to this country in<sup>1300</sup> order to make room for others in the overseas hospital.

That is the general pattern of the overseas<sup>1400</sup> medical organization, followed when conditions permit. Variations of it depend on conditions<sup>1500</sup> found in different theaters of operation. Whatever the pattern is, it provides for speedy treatment<sup>1600</sup> of the wounded. Air transportation is used to carry medical personnel and equipment to areas<sup>1700</sup> where they are urgently needed; Army doctors and dentists even land with paratroops. Air transportation<sup>1800</sup> is also used to carry the more seriously wounded from the battle zone to Army General Hospitals;<sup>1900</sup> thousands of wounded soldiers have been evacuated by plane. General Kenner said that when he was in<sup>2000</sup> North Africa it was not uncommon for a soldier who was wounded in the morning to arrive by plane that<sup>2100</sup> afternoon in a General Hospital several hundred miles from the battlefield.

"We have brought our surgical<sup>2200</sup> talents closer to the soldier than ever before," said a member of the Surgeon General's staff. "In the<sup>2300</sup> last war we brought the wounded to the hospital; in this war we are bringing the hospitals to the wounded."

*Back Home.* Wounded<sup>2400</sup> evacuated to this country fall into two classes:

1. Those unfit for further military service.<sup>2500</sup> They include (but are not limited to) amputation cases, blind, deaf, and mental cases.
2. Those who can<sup>2600</sup> be returned to service, but whose convalescence requires a longer period than the maximum (usually<sup>2700</sup> four to six months) established by the theater commander for the General Hospitals in his theater<sup>2800</sup> of operations.

The wounded are brought to this country aboard ship under the care of Army nurses. They<sup>2900</sup> are taken to Army hospitals near the coast, where they are classified by casualty types, and are then sent<sup>3000</sup> in hospital trains to Army General Hospitals in the interior.

**NAVY.** The Navy's Bureau of Medicine<sup>3100</sup> and Surgery is responsible for the care of wounded sailors and Marines, as well as Coast Guardsmen who<sup>3200</sup> are wounded overseas. (Coast Guardsmen wounded in this country are cared for by the U. S. Public Health Service.)<sup>3300</sup>

*On Land.* The Navy's medical setup on land, for the treatment of Marines, is similar to the Army's.

Navy<sup>3400</sup> medical officers and hospital corpsmen follow directly behind the first wave of Marines as they assault<sup>3500</sup> a hostile shore to establish a beachhead.

Like the Army's medical-aid soldiers, the Navy's corpsmen, unarmed<sup>3600</sup> and carrying only a first-aid kit, move forward with the Marines in order to be on hand to administer<sup>3700</sup> prompt first-aid treatment.

Litter-bearers carry the wounded to Battalion Aid-Stations several hundred<sup>3800</sup> yards behind the line. From there they are evacuated to field hospitals, where they are checked over to determine<sup>3900</sup> which of the patients are in condition to be returned to duty and which need to be sent to the rear for<sup>4000</sup> definitive treatment.

Those requiring definitive treatment are flown by ambulance plane to an Advanced Base<sup>4100</sup> Hospital, usually located some four or five hours by plane to the rear. After receiving more specialized<sup>4200</sup> treatment than at the forward units, those who are now completely well are returned to duty. The others are<sup>4300</sup> transferred to a Naval Mobile Hospital, which is mobile only in the sense that the building can be taken<sup>4400</sup> apart and moved elsewhere. This type of hospital is the largest and most completely equipped of all the naval<sup>4500</sup> medical units overseas. Those patients whose convalescence expectancy is reasonably short are kept<sup>4600</sup> at the overseas hospital until they have fully recovered; others are returned for further treatment in<sup>4700</sup> Navy General Hospitals in this country.

Navy hospitals in this country offer highly specialized<sup>4800</sup> treatment. In these hospitals wounded sailors and Marines are restored to full health if possible and returned to<sup>4900</sup> duty, or discharged from the service and returned to civilian life, or turned over to the Veterans<sup>5000</sup> Administration for further treatment or training.

*At Sea.* Every naval vessel, from the smallest destroyer or submarine<sup>5100</sup> to the largest battleship, is equipped to take care of the wounded. On small vessels such facilities are<sup>5200</sup> necessarily limited to not much more than first-aid equipment. On battleships the equipment and<sup>5300</sup> personnel are adequate for even the most difficult and delicate surgical operations.

In general,<sup>5400</sup> the two most important features in the organization of a medical department aboard ship are<sup>5500</sup> the wide dispersion of medical supplies and personnel, and the instruction of the entire ship's crew in the<sup>5600</sup> elements of first-aid treatment during battle.

Wide dispersal of supplies and personnel not only makes<sup>5700</sup> possible prompt administration of first-aid in any part of the ship, but it assures the existence of at<sup>5800</sup> least some medical facilities aboard ship even when several parts of the ship are so badly damaged<sup>5900</sup> that the medical supplies and even personnel in those parts are destroyed.

The most complete medical unit<sup>6000</sup> aboard a naval vessel is a Battle Dressing Station. It includes a sick bay containing from thirty-six<sup>6100</sup> to one hundred eighty beds, a surgical dressing room, an operating room, a dispensary, a<sup>6200</sup> laboratory, and doctors' and dentists' offices. A battleship has three Battle Dressing Stations, one on the main<sup>6300</sup> deck and two below armor.

Several First-Aid Stations are situated at different levels of the ship.<sup>6400</sup> These stations contain all first-aid materials, but not those facilities required for major surgery.

In<sup>6500</sup> addition, Portable Battle Lockers, containing dressings, bandages, cotton, splints, emergency surgical<sup>6600</sup> instruments, blood plasma, morphine, sulfonamides, etc., are stationed at a number of points on the ship.<sup>6700</sup>

Morphine syrettes (tubes fitted with a needle and

containing an injection of morphine) are widely distributed.<sup>150</sup> Every commissioned, warrant, and chief petty officer is given a box of five syrettes; others are<sup>160</sup> provided in first-aid boxes, portable battle lockers, hospital-corps pouches, and first-aid and battle dressing<sup>180</sup> stations.

When the signal for general quarters (all hands at battle stations) is given, all medical and<sup>180</sup> dental officers and hospital corpsmen go at once to their assigned stations.

At the battle stations all<sup>200</sup> emergency supplies and facilities are brought out, assembled, and made ready for instant use. These include a<sup>190</sup> portable operating table, electric sterilizer, running water from gravity tanks, sterile supplies,<sup>190</sup> stretchers, portable battle lockers, and splints.

In the sick bays, all ambulatory patients are removed and<sup>180</sup> the beds freshly made in preparation for new casualties.

The collection of casualties and the<sup>200</sup> administration of First Aid begin during battle. Whenever possible, transportation of patients from one<sup>200</sup> part of a ship to another is delayed until a lull in the battle or the end of the engagement.

Those<sup>200</sup> with minor wounds remain aboard ship, being returned to duty when well, usually a matter of a few<sup>200</sup> days.

Those with more serious wounds are evacuated to smaller vessels, such as destroyers, which carry the<sup>200</sup> wounded to an Advanced Base Hospital, usually situated on an island. After a week or two<sup>210</sup> of treatment at this hospital, the wounded are removed by boat or plane to a Naval Mobile Hospital.

Patients<sup>210</sup> whose convalescence requires a matter of months are returned to this country and placed in Naval General<sup>210</sup> Hospitals for complete recovery if possible, or for transfer to a Veterans Administration<sup>200</sup> hospital. (2162)

WHEN you come to the end of your rope tie a knot in it and hang on! (12)

## Heroes and Brand Names

WAR is intelligent collective action in its most dramatic form. At an elevated command post on<sup>30</sup> the battlefield you can see the action click right before your eyes. You can see the pre-battle planning take shape in<sup>30</sup> beautiful, dynamic coördination.

What is more important—from the point of view of the typical<sup>60</sup> American—you can often see how the coördination of battle gives the individual soldier a<sup>30</sup> chance to reveal his individual talents. If it did not, the term GI (Government Issue), which suggests<sup>100</sup> standardized sameness, would be a term of reproach instead of what it actually is—a badge of honor, the<sup>120</sup> brand name of the best soldier in the world—best because the most individually resourceful.

What happens on<sup>30</sup> the battlefield happens also in our individualistic economy, the peaceful battlefield of<sup>100</sup> business. Here, too, headquarters planning precedes the coördinated action of production, advertising, and<sup>100</sup> marketing. Here, too, coördination and disciplined procedures result in individual distinction.<sup>200</sup>

It takes two armies to make a battle, and a battle to make individual heroes. It is the same in<sup>100</sup> business. It takes two producers to make competition, and competition to make individual products<sup>100</sup> bet-

ter and better, to make them capable of distinctive performance.

When a GI—toughened by training and<sup>200</sup> made skillful in actual battle—steps out of his rôle as a member of a combat team, or, rather, when he<sup>200</sup> makes intelligent, courageous use of the team's coördinated unity, and individually<sup>200</sup> distinguishes himself, his government decorates him. He becomes a hero, an honor to his country and to<sup>200</sup> his unit, which made his heroism possible.

When a product—perfected in laboratory and<sup>200</sup> factory, tested in a competitive market—distinguishes itself by extraordinary performance, its<sup>200</sup> maker "decorates" it with his name or brand symbol. The product becomes a "hero," an honor to its maker<sup>200</sup> and to the workers whose training and skill made it "heroism" possible.

There's a double moral in this<sup>600</sup> comparison. The first moral is that only planned, scientific preparation and production on a mass scale<sup>600</sup> can turn out the kind of individualized product that nation and manufacturer are willing to put<sup>400</sup> their medals and names on.

The second moral is that when you see a medal on a GI's chest or a maker's<sup>100</sup> name or trademark on a product, you know that the GI or the product is a champion. He—or it—is a<sup>400</sup> safe investment. How safe, nobody knows better than the combat or production teams, behind the man behind the<sup>200</sup> medal or behind the product behind the brand. (509)—Brand Names Research Foundation

## Interesting Facts

### National Association of Manufacturers

IN one hour a Flying Fortress burns enough gasoline to last the average car owner for six months.

The<sup>20</sup> gasoline consumed in training one American pilot would last the average driver twenty-five years.

An armored<sup>60</sup> division moves only twenty-one feet per gallon of gasoline—burns twenty-five thousand gallons in one<sup>60</sup> hundred miles.

More than eighty per cent of the gasoline for the offensive of the United Nations comes from<sup>30</sup> America's oil refineries.

Plywood once was kept under pressure for hours while the glue dried. Heat from electronic<sup>60</sup> tubes now dries it in two or three minutes. (109)

## Graded Letters

By A. E. KLEIN

For Use with Chapter Seven of the Manual

Dear Mr. Burns:

I do not think I can attend the surprise party you are planning for Mr. Dennis, the<sup>30</sup> attorney for our fraternity. I learned today that the windstorm and blizzard we had a few days ago knocked down<sup>60</sup> a large part of the barn on the eastern side of our farm. My father has written me that he is greatly concerned<sup>200</sup> and urgently asks me to return to the farm at an early date. I told him I would return in a day or<sup>20</sup> two to see if I could be of service to him in getting the barn repaired.

After I survey the damage, I<sup>100</sup> shall determine whether I shall have to notify the village carpenter to make an itemized estimate<sup>200</sup> on the work.

I hope that there will be a large attendance at Mr. Dennis' party and that you will be good enough<sup>100</sup> to give him my good wishes.

Sincerely yours, (149)



Dear Mr. Smart:

I am sorry I could not write you sooner about the court action pending against your brother<sup>20</sup> Martin. As his attorney, I have been busy gathering evidence. A few days ago I learned some things that<sup>40</sup> I am sure will be very helpful in fighting the case.

There are some points, though, that I must confirm, and I hope you<sup>60</sup> will help me. In a day or two, I shall be in Trenton. When I get there I should like a few moments of your time.<sup>80</sup> You might send a message to your brother, telling him to keep up his courage. This court action has been a source of<sup>100</sup> worry to him and he has not been too cheerful of late. Write him in care of Mr. North, whom I have retained to<sup>120</sup> help me.

Cordially, (124)

Dear Father:

I have notified the manager of the furniture store that the package of modern book ends that<sup>20</sup> he sent to our cottage was damaged. I opened the package myself and I am sure that the damage occurred before<sup>40</sup> the book ends reached here. They cannot be repaired and they are the only pair in his assortment that are large enough.<sup>60</sup> I told him to be sure to send a man for them at an early date. Do you want me to attempt to find<sup>80</sup> another pair?

Love, (83)

## Graded Letters

By A. E. KLEIN

For Use with Chapter Eight of the Manual

Dear Mr. Justice:

I am sorry to say that it is out of the question for me to see you in regard to<sup>20</sup> the matter of installing two or three of the latest water coolers you are placing on the market in a<sup>40</sup> week or two. The president of our organization insists that for the time being little or no money<sup>60</sup> should be spent, because we have just had one of the most serious business setbacks in the history of our<sup>80</sup> organization. We have no alternative but to cut out all needless expenses. I am of the opinion<sup>100</sup> that sooner or later things will be adjusted, but I must admit that I am not able to say exactly<sup>120</sup> when that time will come.

I intend to submit this matter to the president again in two or three months, recommending<sup>40</sup> the installation of the water coolers if it is at all possible. I shall advise you if he<sup>60</sup> changes his mind at that time.

Yours truly, (167)

Dear Mr. Diamond:

Your last issue of the Student's Weekly was one of the best and one of the most valuable<sup>20</sup> you have ever published. The fact is that each issue gets more and more useful. I insist that one of the<sup>40</sup> finest and best investments a student can make—and at a low cost, too—is to buy the Student's Weekly.

As<sup>60</sup> president of the Student Council I have been able to adapt many of the projects you have outlined and thus<sup>80</sup> effect considerable savings. The advice and admonitions with which each issue abounds are always helpful.<sup>100</sup>

I had honestly intended to extend our thanks to you and your subeditor much sooner and I admit<sup>120</sup>

that it was thoughtless of me to delay, but I was helpless. The fact is that I have been carrying a<sup>40</sup> tremendous load for the past two months.

Needless to say, I shall be more than happy to recommend your Weekly to all<sup>60</sup> our students.

Sincerely yours, (163)

Dear Mr. Pound:

The president has recommended that this year's dividend be increased because profits are far<sup>20</sup> beyond last year. I am advised that this recommendation will be submitted to the Board for action in a<sup>40</sup> week or two. I am of the opinion that the Board will act favorably on the president's recommendation,<sup>60</sup> unless the taxes are substantially more than we counted on.

Cordially yours, (75)

## Graded Letters

By A. E. KLEIN

For Use with Chapter Nine of the Manual

Gentlemen:

Your letter asking us to cancel the balance of your last order for miscellaneous rubber<sup>20</sup> materials arrived this morning. I sincerely hope that you will not imagine that I have taken undue<sup>40</sup> liberties by writing you relative to this cancellation, but I think it involves a policy that may<sup>60</sup> bring unpleasant and perhaps permanent consequences to you in the future.

Your store has a splendid location<sup>20</sup> in a city containing a substantial number of people. Even though present-day conditions will doubtless<sup>40</sup> affect your trade in miscellaneous rubber materials slightly and may cause you some anxiety,<sup>60</sup> I believe your fears, as represented by your cancellation, are without foundation. A well-established house<sup>80</sup> like yours, with so many present as well as potential customers, is in business to stay.

It may develop<sup>100</sup> that we may not be able to proceed with the balance of the order because we cannot get essential<sup>120</sup> materials, but that cannot be helped. However, if we can proceed, and consequently are able to ship the<sup>200</sup> materials in the order, you can easily sell them at an adequate profit. We hope, therefore, that we<sup>220</sup> can prevail upon you to cancel your "cancellation."

We would appreciate it if you would use the envelope<sup>240</sup> that is enclosed for your convenience.

Yours truly, (249)

Dear Mr. Nelson:

Many local manufacturers have assumed the attitude recently that today there<sup>20</sup> is a seller's market. Their attitude and policies have consequently become unpleasant to the public.<sup>40</sup> These manufacturers will be sincerely sorry when the present struggle is over and raw materials<sup>60</sup> are once again available in enormous quantities.

Our corporation, however, has no such ridiculous<sup>80</sup> policy; it has long ago established an enlightened policy—to show our gratitude to our<sup>100</sup> customers for every order for our stationery, no matter how small, and to render the best service<sup>120</sup> of which we are capable.

In order to help us and you, won't you indicate on the enclosed sheet how many<sup>140</sup> of our stationery items you contemplate using on your initial mailing in this territory next<sup>160</sup> month?

Yours truly, (163)

# A Matter of Paint-Scraping

By PHILIP WYLIE  
From "Fish and Tin Fish"

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## Part II

CRUNCH squinted and leaned forward. His muscles<sup>1700</sup> became rock. He could see the low outline and the looming darkness of the conning tower. Perhaps he did not<sup>1700</sup> really see it—but only sensed it.

His voice was hoarse, but still a whisper: "Fellows! Starboard—quartering—astern<sup>1700</sup>—and coming this way slowly!"

Des rose. The sailors up forward stood—and swiftly knelt. Their light machine gun moved like a<sup>1700</sup> long finger and clicked faintly.

"She's about half a mile away," Crunch said, bending and whispering. "She'll cut across between<sup>1900</sup> us and the light from the tanker. When she gets in position, Des, start the port engine. Jeff—starboard. I'll cut around<sup>1800</sup> to head her off. Full gun. You fellows—well—you know what you're there for."

A couple of minutes passed. Crunch leaned down again.<sup>1900</sup> "Des. That bomb all set?"

"You know it is!"

Crunch knew it. Des sounded angry. It was funny, Crunch thought. Then he didn't<sup>1800</sup> feel funny any longer, either. He didn't know how he felt. The submarine was taking its time. They could see<sup>1800</sup> it, though not plainly, slinking along on the surface—diagonally out toward sea.

"That tanker," one of the sailors<sup>1900</sup> whispered, "was probably in a convoy. This baby is heading out to nail another. What if she don't submerge<sup>1900</sup> when she spots us, skipper?"

"We'll go as close as we can," Crunch said. "Then—closer."

The other sailor snorted softly.<sup>1940</sup> "It won't be too close! She's got a four- or five-inch gun there."

"You guys," Crunch answered, "are supposed to make it hard to turn<sup>1900</sup> that gun this way."

They didn't say anything.

Crunch realized that his hands were gripping the wheel hard enough to tear<sup>1900</sup> spokes from it. He relaxed them. Sweat trickled down his ribs. His mouth tasted like brass. The submarine was looming up, now,<sup>2000</sup> as the distance narrowed. Her silhouette became plain. Pretty soon her lookout would spot the grey shape of the Poseidon<sup>2000</sup> in the faint ravs of the burning tanker. Crunch heard his own teeth click and rattle. It was a sound he had never<sup>2010</sup> before heard in his life. His eye fixed itself on the feather of white at the submarine's bow. Presently it<sup>2000</sup> diminished. She was slowing or turning.

"What about it, skipper?" one of the two sailors called. "Isn't it—?"

Two things happened<sup>2000</sup> very close together. Blinding light bathed the Poseidon, as the white orb of a searchlight on the sub caught it,<sup>2100</sup> and the fishing boat's machine gun streaked the night with sound. The light went out. Jeff had time to yell, "Round one!"

Both starters grumbled.<sup>2100</sup> The Poseidon's engines came to life. Crunch called, "Nice shot, fellas!"

He wrenched the wheel around as the Poseidon's engines<sup>2140</sup> bit. He shoved both throttles to their limit. The Poseidon picked up fast. He blinked the after effect of the searchlight<sup>2140</sup> out of his eyes

and headed so as to intercept the sub's probable course. The white plume she carried forward<sup>2100</sup> was piling up, now.

On the deck, the machine gun began again. It fired in a burst, waited, and fired. Crunch kept his<sup>2200</sup> eye glued on the big forward gun of the submarine. He expected momentarily to see it come around,<sup>2200</sup> to see its mouth flash at point-blank range, and then—to see no more. But it kept pointing dead ahead. He thought he discerned<sup>2200</sup> moving figures near the conning tower, but he was not sure. The Poseidon was moving faster with every<sup>2200</sup> taut instant. Crunch thought that a minute had passed since the switch-on of the searchlight. It was probably about twenty<sup>2200</sup> seconds. A heavy calibre machine gun on the sub burst into action with a stabbing clatter. On board the<sup>2300</sup> Poseidon, chips flew, glass broke, the two sailors yelled, and their gun stopped.

The only sounds after that were the even roar<sup>2300</sup> of the Poseidon's engines and the suck and swish of the sea. A moment later came the high voice of an officer,<sup>2340</sup> shouting in German.

Then one of the sailors called in a dull tone, "We've both got it, skipper!"

"Tend to 'em, Jeff!" Crunch<sup>2380</sup> called. "Des! Stand by astern! Yank the panel!"

There was no more fire from the sub. Something clanged aboard her. She put on more<sup>2380</sup> speed and Crunch realized, as the range closed, that he wouldn't ram her amidships now. Jeff was maneuvering in the<sup>2400</sup> shadows up forward. Presently the light machine gun ran off a burst and Crunch thought he heard the last bullet ring on<sup>2400</sup> the sub's hull. The gun jammed. Jeff stood up.

He had a pistol in his hand. The light from the burning tanker blazed up more<sup>2400</sup> brightly and he stood in it, firing aimed shots at the steel goliath and putting his heart in a steady stream of<sup>2400</sup> magnificent oaths, remembered and relished from the last war. The forward planes of the submarine dug into the<sup>2450</sup> sea, threw spray, and pushed her bow down. Crunch held the wheel motionless and poured the Poseidon toward her. She dove fast.

"Ready,<sup>2500</sup> Des!"

"I'm all set. Say when."

The conning tower was going down and Crunch steered in behind the wallow of it, gulping<sup>2500</sup> involuntarily as it swung within spitting distance of his bows. Then the top of the tower was alongside<sup>2540</sup>—like a big sea buoy. There was a grinding sound under water. The Poseidon heeled. *Hit her rail*, Crunch thought.

"When!" he<sup>2560</sup> bawled.

Down in the gloom of the cockpit Des and one of the sailors were standing side by side. The ash can rolled through the<sup>2580</sup> hole where big game fish had once come aboard. The Poseidon straightened up and forged ahead. The conning tower was gone<sup>2600</sup> completely, now.

They waited.

Nothing happened.

They waited a long time.

There was no light-diffused mountain of water.<sup>2600</sup>

"Dud," one of the sailors said.

Crunch was sure, finally. It had been a dud, all right. A dud—and they'd laid it right square<sup>2600</sup> on the sub's afterdeck. He was trying to add that to the undigested melee of his reactions when Jeff<sup>2600</sup> called, "You better help with this boy, Crunch. He's bleeding pretty bad."

"Take over," Crunch said. He vaulted over the canopy<sup>2600</sup> rail and down onto the forward deck.

He picked up the sailor and carried him carefully around the cabin<sup>2700</sup> and down the companionway. He shut the door and pulled the curtains over the black-painted portholes. Then he used a<sup>2720</sup> flashlight. A machine-gun bullet had gone through the sailor's leg. Crunch put on a tourniquet and a pad. He went up<sup>2740</sup> on deck again.

The Poseidon's motors had been cut. She was drifting. "You hit, too?" he asked the other sailor. "Nothing<sup>2760</sup> much. One skinned past my head and knocked my hat overboard. At first, I thought I was half killed."

Des said, "Somebody's moving<sup>2780</sup> up—quartering on the starboard bow."

It was somebody's yacht—converted—and manned entirely by Coast Guardsmen.<sup>2800</sup> She came close, and her engines died. (2806)

(To be concluded next month)

## The Good American

THE good American takes a personal interest in Government; City, County, State, and Federal. He<sup>30</sup> votes. Ours is a representative form of Government. The supreme power is in the hands of the people. The<sup>40</sup> men in public office are the people's agents. Be the Government good or bad, it is Americans who make<sup>50</sup> it so! (61)

## Actual Business Letters

Mr. Frank L. Janis  
414 West End Avenue  
Beaumont, Texas

Dear Mr. Janis:

Wherever<sup>20</sup> goods move, Consolidated Batteries are being used. They furnish motive power for industrial and<sup>40</sup> commercial trucks, for mine locomotives and shuttlecars. They are cranking powerful Diesels on highway and off-the<sup>60</sup>-highway equipment, on railroad locomotives and ocean-going vessels.

Our batteries provide light and air<sup>80</sup>-conditioning for passenger trains, and power for the signaling systems. They drive sound waves over telephone<sup>100</sup> wires and through the air. And millions of car, bus, and truck owners will tell you that you can always depend on a<sup>120</sup> Consolidated.

Whatever your storage battery need, there is a Consolidated to meet it. Our many<sup>140</sup> years of experience are at your service. Our engineers will be glad to recommend the type and size battery<sup>160</sup> best suited to your need. A letter or a telephone call will put our staff to work immediately on<sup>180</sup> your problem.

Very truly yours, (186)

Mr. George Bryant  
474 New Bedford Road  
Troy, New York

Dear Mr. Bryant:

It is with great<sup>20</sup> pleasure that I announce my recent affiliation with Arnold Brothers, well-known diamond importers and<sup>40</sup> wholesale jewelers.

As diamond specialists, we carry in stock at all times a large assortment of perfect<sup>60</sup> blue-white diamonds, which we guarantee unconditionally.

We invite you to visit our showrooms, which are<sup>80</sup> conveniently reached by both surface and underground transit. The enclosed card is for your

identification.<sup>100</sup> You will be pleased with the goods we carry, and the service we render.

You have my personal assurance of the<sup>120</sup> same interested service that I have given you in our previous transactions.

Yours truly, (137)

Mr. Harry Cross  
88 East 23 Street  
Jersey City 4, New Jersey

Dear Mr. Cross:

We appreciate<sup>20</sup> your recent inquiry and are glad to send you the literature requested.

We would welcome an<sup>40</sup> opportunity to give you all the help we can.

Sincerely yours, (51)

## By Wits and Wags

THE OLDEST INHABITANT of the village had celebrated his hundredth birthday, and the reporter of a local paper called on him for an interview.

Having congratulated the old fellow, the reporter asked a few questions.

"To what," he inquired, "do you attribute your longevity?"

The centenarian paused a moment, and then, holding up his hand and knocking off the items on his fingers, he began: "I have never smoked, drunk alcoholic liquors, nor overeaten, and I always rise at six in the morning."

"But," protested the reporter, "I had an uncle who acted in the same way, yet he only lived to eighty. How do you account for that?"

"He didn't keep it up long enough!" was the calm reply.

• • •

A MAN went wearily into a barber shop and slumped down into a chair.

"Give me a haircut," he said.

The barber told him that he was too far down in the chair for a haircut.

"All right," said the customer, wearily, "give me a shave."

• • •

"WERE you excited when you first asked your husband for money?"

"Oh, no, I was calm—and collected."

• • •

A PANHANDLER was seen standing on the corner holding a hat in each hand. A stranger approaching asked what was the idea of two hats.

The bum grinned: "Business has been so good that I've opened a branch office."

## March Transcription Speed Practice

Dear Mr. Wooley:

When you are making a business inventory, don't overlook your insurance contracts. They<sup>20</sup> may actually rank among your most valuable assets.

If you doubt this statement, ask yourself this question:<sup>40</sup> "What would happen to our business if the plant burned down—or if two hundred employees were killed in an accident<sup>60</sup>—and we had no insurance?"

Your business insurance contracts deserve care corresponding to their importance. They<sup>80</sup> are complicated and technical. Their negotiation demands more than casual attention.



To secure<sup>100</sup> the soundest protection and the most for your money, have your business insurance program negotiated for<sup>120</sup> you by a competent independent brokerage organization. Their services are many—including<sup>140</sup> the preliminary study of your risks, the negotiation of your policies, and the collection of<sup>160</sup> your claims.

Our company has had fifty years' experience in serving every division of commerce and<sup>130</sup> industry. For more information, we invite you to write or telephone our nearest office.

Cordially yours, (200)

Dear Miss Conrad:

We want you to read the next three issues of the Food Journal, without risking a penny, and see<sup>20</sup> for yourself how it can *help you to better health*.

Make no mistake about it, the food you eat three times a day<sup>40</sup> determines your state of well being—how young you look; how good you feel; how much energy you have to tackle the jobs<sup>60</sup> that face you; even how long you live!

Right now the Food Journal is showing 145,000 readers<sup>80</sup> how to put the newly discovered facts of nutrition to work in their own lives; how to select and use those foods<sup>100</sup> that contain the precious vitamins and minerals so necessary to buoyant health; and the results are truly<sup>120</sup> amazing.

In a frank effort to get you to try the Journal, we offer you the first three issues absolutely<sup>140</sup> free and then, if you like the magazine, the next eight issues will cost you only \$2! Act at once,<sup>160</sup> for this special bargain rate is good only for the next ten days.

Sincerely yours, (174)

## News from Home

(Junior O.G.A. Test for March)

Dear Al:

Do you remember Helen? She is in the Army Nurse Corps, having enlisted for front-line duty. She<sup>20</sup> is abroad now, and her mother tells me that she is no longer the little girl we used to know. Service in helping<sup>40</sup> to mend the broken bodies of our soldiers has given her a more mature outlook on life.

She likes the work<sup>60</sup> that she is doing, but the hours are very long and arduous because of the lack of nurses. More nurses trained<sup>80</sup> and equipped to handle the job are needed badly, she writes.

Pat has written that he is due for a furlough sometime<sup>100</sup> within the next few months, after having been overseas for more than three years. "The Golden Gate will look wonderful<sup>120</sup> to me after three years away from home," he wrote last week.

Do you still like the area you are now in?

Love,<sup>140</sup>

Madeline (142)

## Memory

(March O.G.A. Membership Test)

CULTIVATE a good memory if you do not already have one, because it will stand you in good stead in business.<sup>20</sup> One generally finds that he is able to recall those things to which he has given close attention. It<sup>40</sup> behooves us, therefore, to be keenly alive and to note minute details as well

as the most outstanding<sup>60</sup> characteristics of a situation under observation.

Do not trust your memory to hold important dates<sup>80</sup> and detail, though. Keep a notebook handy, and jot down records of appointments and items that require special<sup>100</sup> attention. Read over once each day those items that you want remembered. Keep them close by for the purpose.

You might find<sup>120</sup> that you can do your employer a real service by providing information "on the spot" that otherwise<sup>140</sup> would have required valuable time to collect. A good memory is a valuable asset. (158)

## Are Teachers Underpaid?

THE National Opinion Research Center, University of Denver, recently made a nation-wide survey on this question:

"In general, do you think teachers are paid too much or too little for the job they are expected to do?"

These were the results: Too much, 2 per cent; about right, 31 per cent; too little, 58 per cent; undecided, 9 per cent.

The research included 2,560 confidential interviews by more than 200 interviewers throughout the United States. Those interviewed were from cities, towns, and rural areas in every part of the country.

In all but the large metropolitan districts of New England and the Middle Atlantic states—where average teachers' salaries are higher than those of the rest of the country as a whole—the majority of the public thinks teachers deserve more money.

In the South, 72 per cent of the 100 interviewed in towns of more than 10,000 agreed that teachers are underpaid. Sixty-two per cent in smaller towns and rural areas felt the same way.

Only 45 per cent in large metropolitan areas of one million or more in the North and West, believe teachers are paid too little, but in the smaller towns, 60 per cent of the people don't think the teachers get enough pay.

WE HAVE NOT yet earned the right as a nation, I think, to teach any other nation anything, except as we recognize our responsibility to keep on learning, too. We have the right, the privilege, and the duty to share our educational resources with others, but only as co-learners with them, not as their teachers. If we exercise this privilege and duty to our fullest capacity, we shall find that we have enhanced the value of our American democracy at home as well as abroad.—Austin H. MacCormick, in *Adult Education Journal*